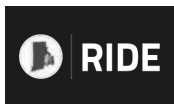


# RI EARLY LEARNING & DEVELOPMENT STANDARDS



THESE EARLY LEARNING STANDARDS ARTICULATE SHARED EXPECTATIONS FOR WHAT YOUNG CHILDREN SHOULD KNOW AND BE ABLE TO DO. FURTHER, THEY PROVIDE A COMMON LANGUAGE FOR MEASURING PROGRESS TOWARD ACHIEVING SPECIFIC LEARNING GOALS. (Kendall, 2003; Kagan & Scott-Little, 2004)





# TABLE OF CONTENTS

Acknowledgements.....	2
Rationale.....	3
Intended Use.....	3
History .....	4
Guiding Principles.....	5
Essential Practices.....	6
Organization of <i>The Standards</i> .....	8
Outline of <i>The Standards</i> .....	10

## Early Learning and Development Standards

Glossary.....	64
Citations.....	69



Physical Health and Motor Development .....	12
---	----



Social and Emotional Development.....	20
---------------------------------------	----



Language Development.....	27
---------------------------	----



Literacy .....	34
----------------	----



Cognitive Development .....	43
-----------------------------	----



Mathematics .....	48
-------------------	----



Science.....	54
--------------	----



Social Studies.....	58
---------------------	----



Creative Arts.....	61
--------------------	----





# ACKNOWLEDGEMENTS

The Rhode Island Board of Education adopted the Rhode Island Early Childhood Learning and Development Standards on May 23, 2013. The Race to the Top – Early Learning Challenge grant provided funds for the revision and expansion of the state’s early learning and development standards.

*Charting the Course for Success: Rhode Island’s Early Childhood Learning and Development Standards* were made possible by many dedicated individuals giving countless hours to the project. We are grateful for the multitude of early childhood stakeholders: The RI Early Learning Council (ELC), ELC Early Learning and Development Standards Subcommittee, family child care providers, child care administrators and teachers, Head Start, providers participating in BrightStars,

RIDE Pre K, public school, and special education programs and parents who provided input and made recommendations that enriched the level of content and quality of the standards. Rhonda Farrell of the Rhode Island Head Start Association, and Colleen Dorian of Family Child Care Homes of Rhode Island deserve special recognition for arranging the many public feedback sessions. Special thanks to Leslie Gell from Ready to Learn Providence and Simmy Carter and Bryna Hebert of the Providence Center for ensuring the voice of the Spanish speaking early childhood community was incorporated into these standards.

We must also recognize those who were instrumental in drafting multiple versions of the early learning and development standards:

## The Core Team:

### Kristen Greene

Rhode Island Department of Education

### Michele Palermo

Rhode Island Department of Education

### Susan Dickstein, PhD

Bradley Hospital Early Childhood Center/Brown Medical School  
Rhode Island Association for Infant Mental Health

### Ruth Gallucci

Rhode Island Department of Education

### Brenda Duhamel

Rhode Island, Office of Health and Human Services

### Sara Mickelson

Rhode Island Department of Education

### Judi Stevenson-Garcia

Rhode Island Department of Education

## Consultants and National Experts:

### Clancy Blair

Professor of Applied Psychology, New York University

### Douglas H. Clements

Kennedy Endowed Chair in Early Childhood Learning and Professor, University of Denver

### Linda Espinosa

Professor of Early Childhood Education (Ret.) University of Missouri, Colombia

### Kathleen Hebbeler

Manager of the Community Services and Strategies Program, SRI International

### Linda Kimura

Director, Babies Can’t Wait

### Jeffrey Capizzano

Policy Equity Group

### Catherine Scott-Little

Associate Professor, Human Development and Family Studies, University of North Carolina

### Dorothy Strickland

Samuel DeWitt Proctor Professor of Education Emerita, Rutgers, The State University of NJ

### Karen Anderson

Education Development Center, Inc

### Jackie Bourassa

Education Development Center, Inc



Visit [www.rields.com](http://www.rields.com)

Or scan this code with your device for our mobile-friendly version.





## RATIONALE

From birth, children are curious and motivated to learn. As they grow and learn, their brains change dramatically, especially during the first three years of life. These changes are influenced by genetics and environmental experiences (including relationships and physical conditions) as children develop in realms of thinking, speaking, behaving, and reasoning. (Kupcha-Szrom, 2011; Center on the Developing Child, 2012)

By interacting with their world, young children make discoveries, figure out how things work, try out new behaviors, learn social rules, and solve problems. High-quality early learning and relationships enhance their development in every way: social, cognitive, linguistic, artistic, and physical. When they actively explore environments and materials, children build concept knowledge and thinking skills. When they are able to develop nurturing and supportive relationships with caregivers (their parent or other primary caregiver, adult family members, and other familiar adults), childcare providers, and teachers,\* they are also laying a solid foundation for learning. (National Scientific Council on the Developing Child, 2004) Early development across all domains secures this foundation for a child's later success in school and in life. (Maine Department of Education, 2005)

Early learning standards articulate shared expectations for what young children should know and be able to do. Further, they provide a common language for measuring progress toward achieving specific learning goals. (Kendall, 2003; Kagan & Scott-Little, 2004) *Charting a Course for Success in the Ocean State: Rhode Island's Early Learning and Development Standards* (hereafter, *The Standards*) outlines early learning expectations at key benchmarks, from birth to 60 months of age.

While presented in a stand-alone document, these standards should not be considered in isolation. They comprise one key element of the state's early learning system has and have been strategically designed to work in conjunction with other parts of the system—assessment, curriculum, professional development, program standards, and workforce competencies. *The Standards* are designed to promote high-quality care and education for the state's youngest children, including those at risk for entering kindergarten without adequate foundations for success. In this way, the document serves as a valuable resource to the entire early care and education community.

\* A child's teacher is anyone invested and involved in the child's learning: parents, caregivers, therapists, and doctors, as well as preschool and school teachers

\*\* A child's primary caregiver may be a parent but also may be a relative or someone outside the biological family. For purposes of simplicity, this document uses the word "family" to mean that person (or persons) who has assumed the primary responsibility of caring for and raising a child.



## INTENDED USE

Early learning is the foundation of Rhode Island's entire educational system. *The Standards* will serve several purposes in the state's early childhood part of that system. First and foremost, these revised standards will guide early care and education practices, such as curriculum and assessment choices, to ensure children receive every opportunity to make progress in the designated learning domains. These standards also can support the understanding among caregivers and family members\*\* of key early learning milestones. Additionally, the standards inform primary grade teachers of the educational trajectory of the state's youngest learners so that these teachers are even better prepared to serve all children.

The following guidance clarifies the intended use of *The Standards*:



### How to Use These Standards

- To guide early educators in the development of curriculum
- To inform families about learning milestones
- To provide a framework for implementing high-quality early childhood programs
- To promote optimal early learning trajectories into kindergarten



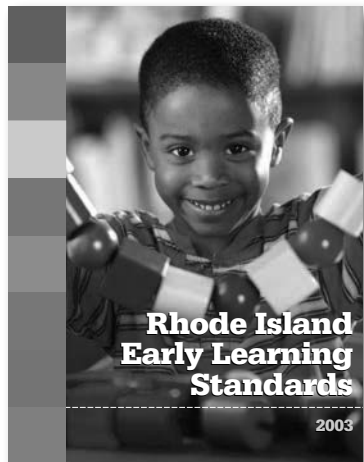
### How NOT to Use These Standards

- As specific teaching practices or materials
- As a checklist of competencies
- As a stand-alone curriculum or program

This core, or master, set of standards articulates comprehensive educational expectations for children from birth to five years of age; they have been derived from the latest research and public input. The Rhode Island Department of Education will offer ongoing technical assistance and resources to help administrators, teachers, and families understand and implement them.

# HISTORY

This document extends Rhode Island's 2003 early learning standards, which were originally created by the state's Early Childhood Task Force. The 2003 standards were based on the then-latest research on child development and learning, and they provided clear and comprehensive guidance to families, teachers, and administrators on what children should know and be able to do by the time they enter kindergarten. The 2003 standards were of exceptionally high quality and thus provided the foundation for the revisions.



Since 2003, the field of early learning has seen dramatic advances. For example, the National Early Literacy Panel (2008) and National Mathematics Advisory Panel (2008) have published groundbreaking reports that summarize the scientific literature on the development of literacy and mathematical skills in very young children. The Center for the Developing Child at Harvard University has also stimulated advancements in the field by articulating the key components of executive functioning—a set of skills that lay the foundation for adaptive, goal-directed thinking and behavior that enable children to override more automatic or impulsive actions and reactions. At the same time, Head Start and Early Head Start have adopted new national standards (2007), and most states have endorsed the K-12 Common Core State Standards for English language arts and mathematics. Rhode Island's revised early learning and development standards incorporate principles from these scientific advances and national-level indicators.

In 2011, Rhode Island was one of nine states to be awarded a federal Race to the Top Early Learning Challenge grant, which provided the state with the resources to revise its early learning standards. The Rhode Island Department of Education and the Executive Office of Health and Human Services worked collaboratively with national experts, Rhode Island's higher education community, and Rhode

Island's early childhood stakeholders to articulate this new set of early learning and development standards that meet or exceed nationally recognized criteria and that are uniquely adapted for the children and families in the state.

These standards extend educational expectations to infants and toddlers, and they are integrated with preschool early learning standards to create a seamless birth-to-60-month continuum. The infant and toddler standards are set forth with the following important considerations, which are relevant to all early learners:

- Early learning occurs within the context of nurturing relationships; it is only through consistent and secure early relationships that children feel safe enough to explore their environments and learn. Play—especially with adults and with other children—is a key element for early learning and a primary vehicle through which young children begin to understand themselves in relation to others and to orient themselves to the world and to the delight of learning. Strictly defined, it is any freely sought activity that is pleasing to the “player.” It can be physical (bouncing up and down or riding a tricycle), imaginative (playing “peek-a-boo” or “dress-up”), creative (building with blocks or drawing pictures), social (acting out a dramatic episode), or mental (daydreaming). And it can be any combination of these. Paradoxically, play is the most important work of childhood.
- Early learning is integrated across all areas of development; and while specific domains of learning are identified, each area of learning is influenced by progress in others. As well, each child may progress at different rates in each of the domains. Finally, while learning is sequential—starting simple (concrete) and becoming more complex (abstract)—development unfolds in fits and starts.
- Early learning is rooted in culture and supported by the family.



# GUIDING PRINCIPLES

The principles that guided *The Standards* are set forth below and divided into two areas. The first set of principles articulates values that the state holds true for the implementation of all early learning and development standards in early childhood programs. These principles are outlined in the original standards document published in 2003 and repeated here:

- Respect and the well-being of children and families will be given the highest priority in the organization and planning of community actions.
- Policymakers will take into consideration and be knowledgeable about the education, care and support of children and families when developing and assessing legislation, regulation, and funding of programs for young children.
- Families will be respected and supported as partners in the education and development of their child.
- Teachers, families, and children will use play as a way to develop the whole child, generate knowledge of the larger world, and support the development of qualities for lifelong learning.
- Educators will base their decisions upon current knowledge of predictable sequences of child development and how children learn, the differences among children and families, and subjects that are related to the interests of children.
- Child development theory will be foundation for teaching—recognizing that learning is sequential, dependent upon experience, and based on knowledge of the whole child, including the child's culture and individual characteristics.
- All children will be regarded and respected as competent individuals who differ in their learning styles, their home environments, and the ways that they understand and represent their world.
- Children will learn in an environment where their physical and psychological needs are met so they feel safe, feel valued as unique individuals, and are engaged actively in acquiring new skills and knowledge.
- A child's sense of responsibility to self and others will be best supported when teachers shape the learning environment in ways that support the development of an involved citizenry.
- Educational programs will be developed in partnership with families, teachers, and the community in order to inspire children to acquire knowledge, build new skills, seek challenges, and develop as citizens.

Several additional principles and considerations guided the development of the revised early learning and development standards:

- While *The Standards* represent expectations for all children, each child will reach the individual learning goals at his or her own pace and in his or her own way.
- *The Standards* are appropriate for all children, birth to 60-months, including children who are dual language learners and children with disabilities.
- *The Standards* represent the expectations for children's learning and development and are to serve as a guide for selecting curriculum and assessment tools.
- In order to meet *The Standards*, individual children will require different types and intensities of support across domains.
- *The Standards* are aligned with the K-12 Common Core State Standards and the Head Start Child Development and Early Learning Framework.

The revised early learning and development standards feature one notable change from Rhode Island's 2003 standards: *The Standards* now embed play as an important aspect of learning throughout the document. As such, play is not treated as a specific standard to be met but as the primary means by which children demonstrate early learning accomplishments. It is *through* play that children learn the skills, knowledge, and dispositions that help support their success in later schooling. This philosophy is emphasized throughout the document.





# ESSENTIAL PRACTICES

*The Standards* represent expectations for young children's learning and continual growth in all areas: intellectual, physical, and emotional. Updated and expanded, they are grounded in foundational knowledge about how young children develop and learn. Research confirms that successful approaches to supporting early learning are based on knowledge of the whole child, including a child's individual strengths, characteristics, and culture; that learning is dependent upon experiences; that developmental domains are interconnected; that relationships and play are fundamental to a children's learning; and that the intentionality of teachers and caregivers can greatly enhance growth and development.

**Educating all children:** All children differ in their intellectual, physical, and emotional abilities and potential; and children frequently develop at different rates. Some require a great deal of time and support, (Rhode Island Department of Education, 2012) while others are fiercely independent. Regardless of a child's pace of development or inherent capacity, research has confirmed that the earliest years are the most critical, particularly for any child who might be struggling: "There is an urgent and substantial need to identify as early as possible those infants and toddlers in need of services to ensure that intervention is provided when the developing brain is most capable of change." (NECTAC, 2011)

- **Children with disabilities:** *The Standards* represent expectations for all children. However specific timelines and indicators may need to be adapted for individual children, particularly those with disabilities. Some children may need more individualized or more intensive instruction than others in order to make progress. Other children may require accommodations to their environment, or they may need adaptive or assistive technology in order to participate in learning experiences that promote progress. Teachers need to understand that all children should be provided with a variety of ways to demonstrate what they know and can do. Differentiating instruction and individualizing its intensity and frequency through a data-based, decision-making process\* will ensure that all children are meeting these important early learning standards.
- **Supporting children who are dual language learners:** In Rhode Island, the ethnic diversity within communities also means that young learners bring a wide range of linguistic experiences to their early care and education settings. Children who speak a language other than English in their homes and communities have varying levels of exposure to and competence in English when they enter early care and education programs. While confirming the importance of supporting these children to learn English, *The Standards* also clearly recognizes these children's home language as a source of tremendous strength, and its guidelines and indicators promote the continued development and growth of every child's home language as the child learns English—thus the term "dual language learners" (DLLs).

A child's home language can be thought of as a foundation for the acquisition of English. In fact, research shows that when they have a strong background in their first language, children learn a second language more easily; as well, they have cognitive, academic, personal, and cultural advantages. (Ada & Zubizarreta, 2001; Collier, 1987; Cummins, 1984) In other words, the stronger the foundation in the home language, the better able children are to learn to understand and speak English—and to learn across all domains. Clearly, programs need to ensure the continued development of children's home language, *while* promoting their acquisition of English. Additionally, children who are dual language learners should have the opportunity to interact and demonstrate their abilities, skills, and knowledge in any language—English *and* their home language.

In addition to differences in ability and language, children come to an early childhood classroom or care setting with widely ranging familial, social, and cultural experiences and expectations. Educators and caregivers face an important challenge in accommodating these differences and creating learning environments that support the growth and development of all children. While no one can be expert in every field, educators and caregivers can develop collaborative networks that include other area agencies and services that are designed to support and promote the development of young children. These kinds of partnerships take effort to establish. But since no one individual or agency can "do it all," collaboration among agencies and services goes far toward enhancing the lives of both children and the educators who serve them. (Human Services, Community Services, 2010)

Because "individuals bring a huge variety of skills, needs, and interests to learning," (CAST, n.d.) classrooms and care settings are most effective when they reflect the principals of universal design for learning (UDL), which help to guide the development of curricula that "give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs." (UDL Guidelines, 2010) The three foundational principles of UDL involve support for (a) "recognition learning" by providing multiple, flexible methods of presentation; (b) "strategic learning" by providing multiple, flexible methods of expression and apprenticeship;

\* Tracking data and using it to make decisions about how to create learning environments has become a widely mandated set of activities. However, these requirements do not mean that every early childhood teacher and caregiver needs to become a data or computer expert. Far from it. Valuable student data can be gathered in a number of easy and efficient ways. For example, using a notebook to record observations about how a child changes and develops from week to week can generate a valuable "data" profile. "When teachers...track student achievement systematically, they can make adjustments in the educational system that result in real improvements in student achievement." (Jones & Mulvenon, 2003, p. 13)





# ESSENTIAL PRACTICES CONTINUED

and (c) “affective learning” by providing multiple, flexible options for engagement” (National Center on Universal Design for Learning, 2010) Research shows that when UDL principles are applied in the classroom, children become learners who are resourceful and knowledgeable, strategic and goal-directed, and purposeful and motivated. (Hall, Meyer, & Rose, 2010, p. 23.).

In order to provide challenging and developmentally appropriate experiences for all children, educators and caregivers must consider the entire range of learning needs of each child. Appropriate learning experiences enable each child to achieve at the maximum level of his or her abilities. In sum, developmentally appropriate learning experiences should

- incorporate appropriate adaptations for children diagnosed with disabilities,
- demonstrate knowledge of and respect for the language skills and culture of learners,
- and reflect an understanding of universal design for learning.

**Integrated development:** A child’s development does not occur in a straight line. Each domain or specific area of learning identified in *The Standards* connects to other domains. Children learn through authentic experiences that include interactions with adults, peers, and materials. As they construct knowledge and learn in one domain, children are influenced by their progress in others. High-quality early learning environments and curricula that focus on the whole child—their intellectual, social, physical, and emotional development—will reflect a knowledge of this “whole-child” process of development and stimulate the integrated, simultaneous learning of knowledge and skills across multiple domains.

**Executive function:** In order to organize the early learning and development standards, the process of learning is divided into domains—even though learning for the young child is not isolated by domains but occurs across areas. Advances in the field of neuroscience have provided insight into how a child develops across these domains, emphasizing a particular set of cognitive skills referred to as “executive function.” These skills are important for planning, problem-solving, and regulating emotions:

- Working memory: the ability to hold information in one’s mind and to manipulate it to perform tasks
- Inhibitory control: the ability to filter impulses, resist temptation, and sustain attention on a task
- Cognitive flexibility: the ability to adjust to changes in demands, priorities, and perspectives

Taking turns, getting along with others, controlling emotions, following instructions, and being self-directed—all executive functions—are critical skills for school readiness. (Blair, 2009)

**The importance of relationships:** Healthy development and successful learning are dependent upon the positive relationships and interactions that children have with nurturing adults who are consistently present in their lives. In this way, both home and early education environments influence school readiness and early academic success. Children thrive when their relationships promote growth through a series of significant interactions that

- build on a child’s own interests, capabilities, and initiative;
- shape the child’s self-awareness; and,
- are tailored to a child’s unique personality. (National Scientific Council on the Developing Child, 2004)

Relationships affect all aspects of a child’s development. Early relationships lay the foundation for later academic and social success. Adults, families, and teachers need to nurture each child’s potential through consistent, positive interactions that promote a child’s self-confidence, sense of safety and stability, and motivation to learn. The early learning and development standards reflect the importance of building these kinds of relationships.

**The necessity of intentional teaching:** How a child learns varies from child to child and also varies over time. Children learn best when teachers purposefully support children’s self-guided discovery through play, which then allows children to construct their own knowledge and develop skills through exploration and experience, including the experience of interacting with their peers. (Epstein, 2007) Play allows children to learn the skills, knowledge, and dispositions that support success in later schooling. Several types of play foster early learning:

- Social play, which advances cooperation and sharing
- Constructive play, which allows children to explore objects and discover patterns
- Physical play, which provides opportunities for gross and fine motor development
- Expressive play, which supports the expression of feelings
- Fantasy play, which encourages the development of the imagination

Teachers positively influence children’s learning outcomes when they do two things: when they act in a full awareness of the importance of intentionality: that is, when they “act with knowledge and purpose to ensure that young children acquire the knowledge and skills (content) they need to succeed in school and in life”; (Epstein, 2007) and then, when they understand the ways that play facilitates progress toward each domain’s learning goals and thus incorporate play into their intentional strategies.





# ORGANIZATION OF *THE STANDARDS*

Rhode Island's Early Learning and Development Standards are organized into domains, components, learning goals, and indicators.

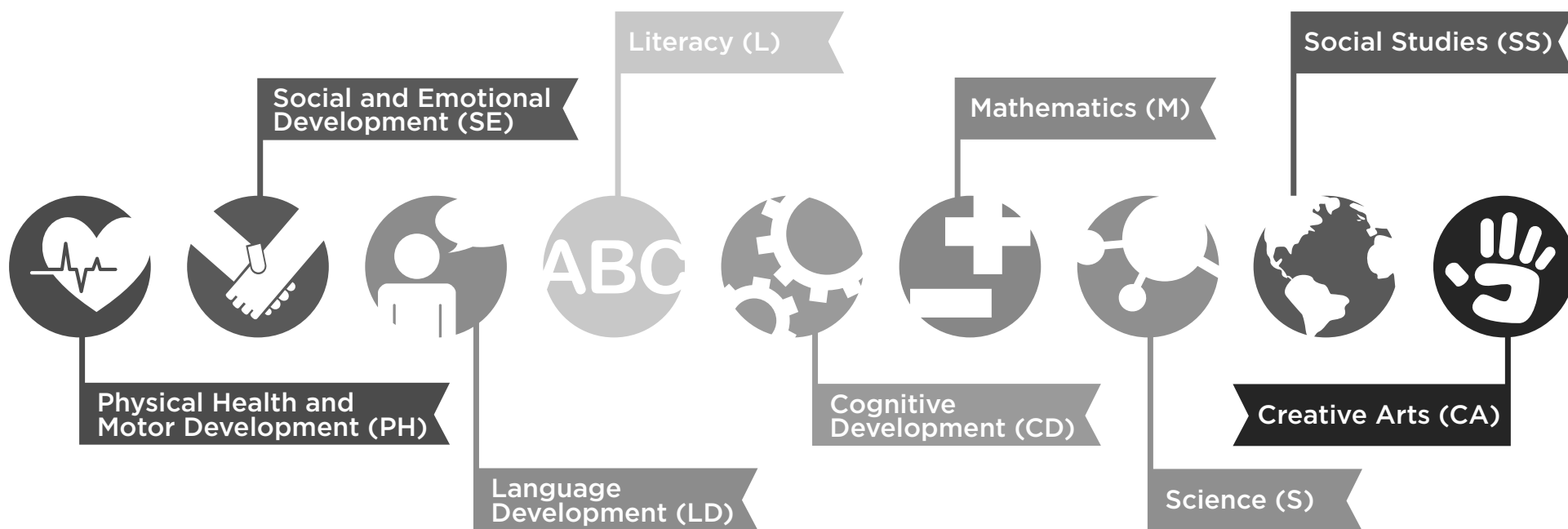
**Domains** represent the broad areas of early learning.

**Components** are specific areas within a domain. For example, the domain of physical health and motor development is divided into three components: health and safety practices, gross motor development, and fine motor development.

**Learning goals** state those general categories of competencies, behaviors, knowledge, and skills that children develop in increasing degrees and with increasing sophistication as they grow. For example, the gross motor development component includes two learning goals:

- a) Children develop large muscle control, strength, and coordination
- b) Children develop traveling skills

The goals remain the same throughout childhood, although how they are realized changes and becomes more complex as children grow and develop.



Domains are represented by this series of icons

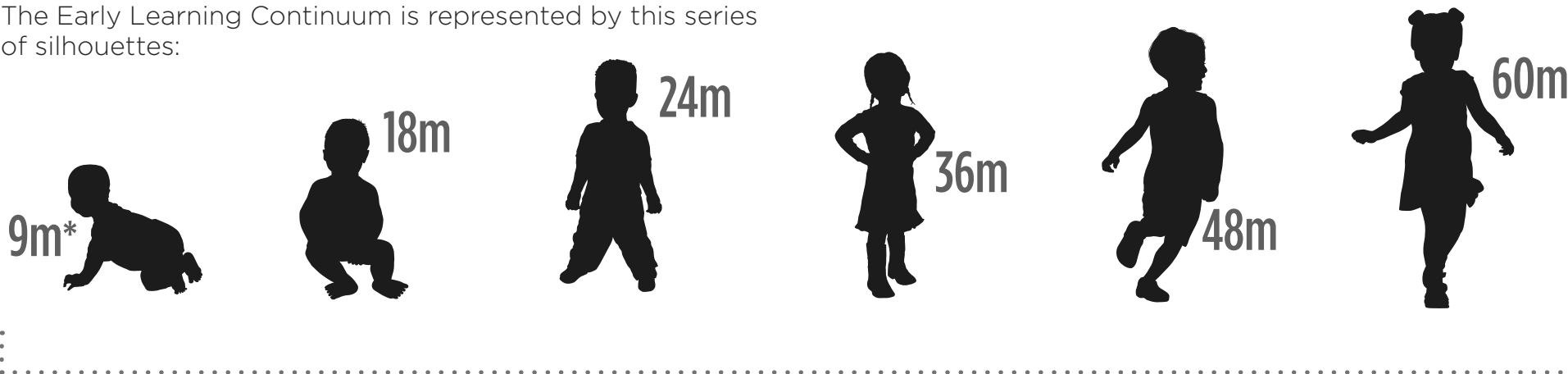
# ORGANIZATION OF *THE STANDARDS* CONTINUED

**Indicators** establish the specific developmental benchmarks for the competencies, behaviors, knowledge, and skills that most children possess or exhibit at a particular age for each learning goal. Seen altogether, the indicators depict the progression of development over time. While the first set of benchmarks is positioned at nine

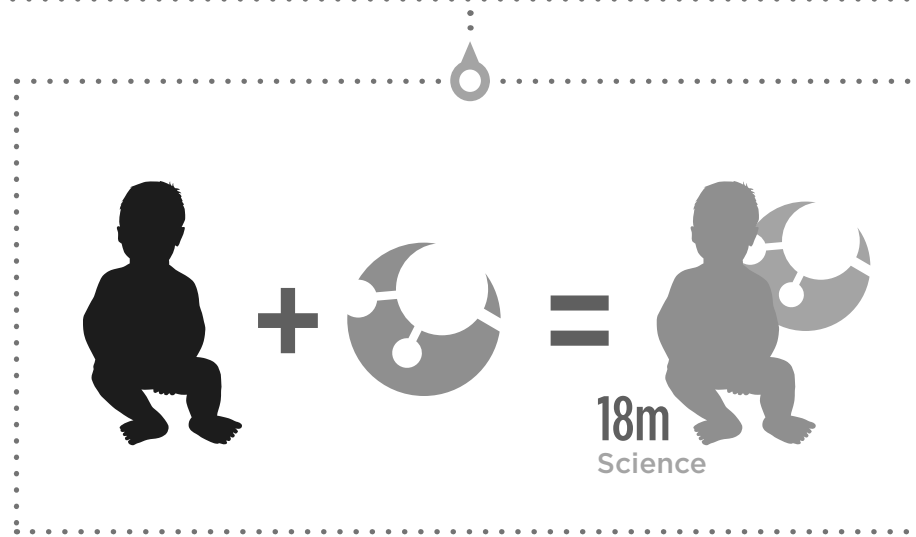
months, it's important to remember that a tremendous amount of growth and development occurs before that age.

**Early Learning Continuum:** The early learning and development standards outline a birth- to-60-month continuum, with six developmental benchmarks:

The Early Learning Continuum is represented by this series of silhouettes:



Throughout this resource the 9 domain icons are used in combination with the 6 silhouettes to visually represent the indicators across the document. For example, at right, the 18 month silhouette in combination with the science domain icon which helps to easily access information.



\* A child develops tremendously before this nine-month benchmark. The indicators here may identify what the child has already been doing for weeks, if not months. As such, these indicators represent a starting point for gauging the progress of development.



# OUTLINE OF *THE STANDARDS*

## Outline of Rhode Island's Early Learning and Development Standards

### Physical Health and Motor Development (PH)

#### PH 1: Health and Safety Practices

- PH 1.a: Children engage in structured and unstructured physical activity.
- PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.
- PH 1.c: Children develop self-help skills.

#### PH 2: Gross Motor Development

- PH 2.a: Children develop large-muscle control, strength, and coordination.
- PH 2.b: Children develop traveling skills.

#### PH 3: Fine Motor Development

- PH 3.a: Children develop small-muscle control, strength, and coordination.
- PH 3.b: Children develop writing and drawing skills.

### Social and Emotional Development (SE)

#### SE 1: Relationships with Others

- SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.
- SE 1.b: Children engage in positive relationships and interactions with other children.

#### SE 2: Sense of Self

- SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.
- SE 2.b: Children develop the confidence to complete an action successfully or independently.

#### SE 3: Self-regulation

- SE 3.a: Children develop the ability to express and regulate their own emotions.
- SE 3.b: Children develop the ability to control impulses.

### Language Development (LD)

#### LD 1: Receptive Language

- LD 1.a: Young children attend to, understand, and respond to increasingly complex language.

#### LD 2: Expressive Language

- LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

#### LD 3: Pragmatics

- LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.

#### LD 4: Language Development of Dual Language Learners

- LD 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
- LD 4.b: Young children become increasingly proficient in expressing their thoughts and ideas in English.

### Literacy (L)

#### L 1: Phonological Awareness

- L 1.a: Children notice and discriminate the sounds of spoken language.

#### L 2: Alphabet Knowledge

- L 2.a: Children recognize and identify letters and make letter-sound connections.

#### L 3: Print Knowledge

- L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.

#### L 4: Comprehension and Interest

- L 4.a: Children show interest in and an understanding of a variety of literacy experiences.

#### L 5: Literacy Development for Dual Language Learners

- L 5.a: Children become increasingly engaged in literacy experiences in English.

#### L 6: Emergent Writing

- L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
- L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.





### Cognitive Development (CD)

## CD 1: Logic and Reasoning

CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.

## CD 2: Memory and Working Memory

CD 2.a Children hold information in their mind and manipulate it to perform tasks.

### CD 3: Attention and Inhibitory Control

CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.

## CD 4: Cognitive Flexibility

CD 4.a Children's skills increase at adjusting to changes in demands, priorities, and perspectives.

## Mathematics (M)

## M 1: Number Sense and Quantity

M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.

## M 2: Number Relationships and Operations

M 2.a Children learn to use numbers to compare quantities and solve problems.

### M 3: Classification and Patterning

M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.

## M 4: Measurement, Comparison, and Ordering

M 4.a Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.

## M 5: Geometry and Spatial Sense

M 5.a Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.

## Science (S)

## S 1: Scientific Inquiry and Application

S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.

## S 2: Knowledge of Science Concepts

S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.

### Social Studies (SS)

## SS 1: Self, Family, and Community

SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.

## SS 2: Self, History, and Geography

SS 2.a: Children understand the concepts of time (past, present, and future) and place.

**Creative Arts (CA)**

## CA 1: Experimentation and Participation in the Creative Arts

CA 1.a: Children gain an appreciation for and participate in the creative arts.



# PHYSICAL HEALTH AND MOTOR DEVELOPMENT

The emphasis in this domain is on physical health and motor development as an integral part of children's overall well-being. The healthy development of young children is directly related to practicing healthy behaviors, strengthening large and small muscles, and developing strength and coordination. As their gross and fine motor skills develop, children experience new opportunities to explore and investigate the world around them. Conversely, physical health problems can impede a child's development and are associated with poor child outcomes. As such, physical development is critical for development and learning in all other domains. The components within this domain address health and safety practices, gross motor development, and fine motor development.

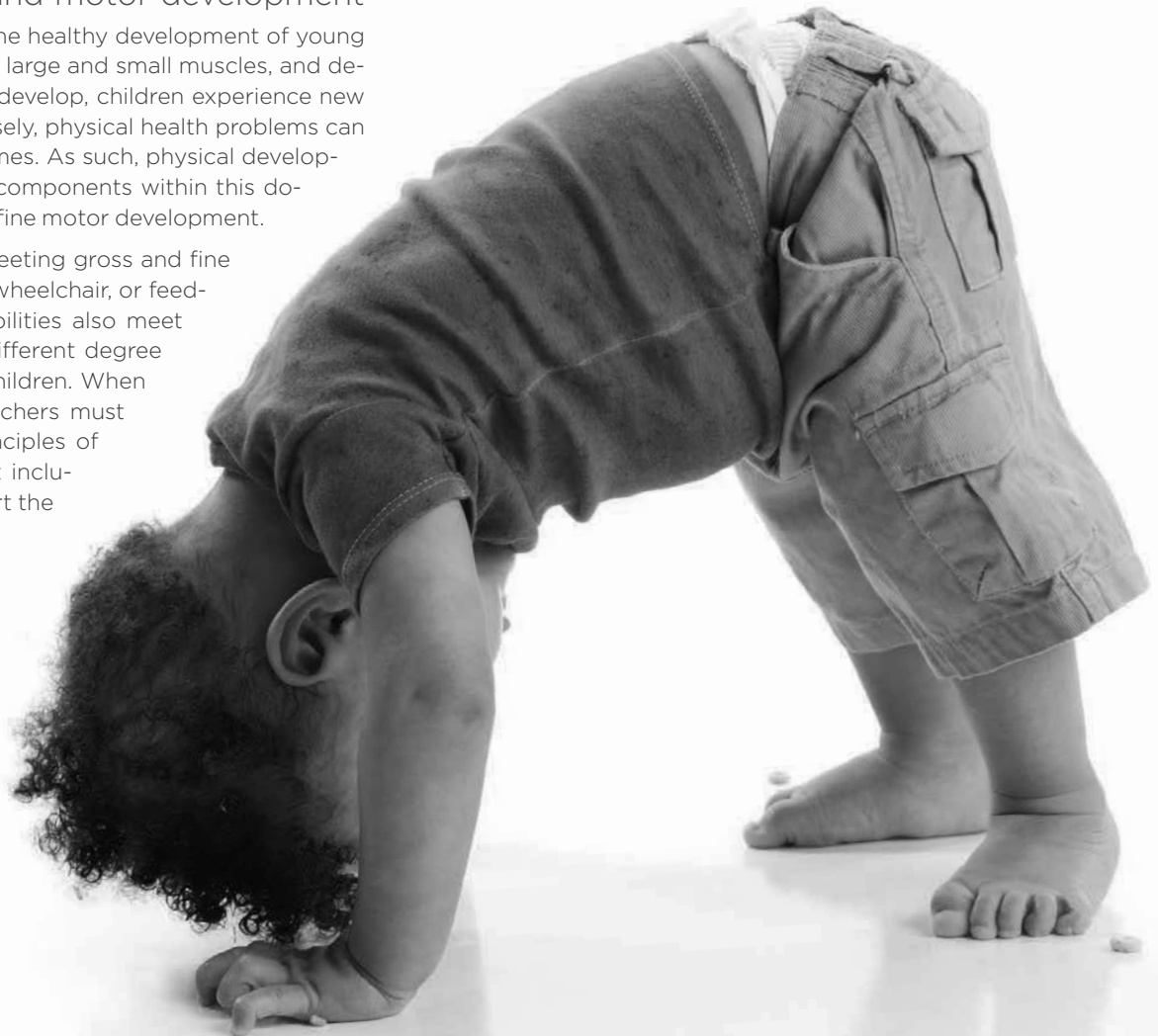
Children with physical disabilities may demonstrate alternate ways of meeting gross and fine motor goals; for example, by pedaling an adaptive tricycle, navigating a wheelchair, or feeding themselves with a specialized spoon. Children with cognitive disabilities also meet these same goals in a different way, often at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. When observing how children demonstrate what they know and can do, teachers must consider appropriate adaptations and modifications, as necessary. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the physical health and motor development of all children.

**Remember:** While this domain represents general expectations for physical health and motor development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

PH 1: Health and Safety Practices

PH 2: Gross Motor Development

PH 3: Fine Motor Development





# PHYSICAL HEALTH AND MOTOR DEVELOPMENT

## Component 1: Health and Safety Practices

**Learning Goal 1.a:** Children engage in structured and unstructured physical activity.

By the following ages, most children will:

9m



- › Sustain physical activity for at least three to five minutes at a time
- › Participate in simple movement games with an adult (e.g., following a moving object or person with their eyes or body)

18m



- › Participate in active physical play with an adult
- › Watch and often run when they see older children running
- › Attempt to try new games and toys
- › Stand with feet wide apart and sway to the sound of music

24m



- › Wield larger toys with some accuracy (e.g., pounding on a pegboard and pegs or on a pounding board)
- › Back into a chair to sit down
- › Squat while playing
- › Carry a large toy while walking or playing
- › Run after older children who are running

36m



- › Sustain physical activity for at least 15 minutes at a time for at least 30 minutes total each day
- › Participate in outdoor play
- › Try new games and toys without assistance
- › Actively participate in games and dances

48m



- › Carry bags or objects over short distances
- › Practice kicking, throwing, and running

60m



- › Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60 minutes total each day)

“

All children have built-in capacities to attain developmental goals in multiple ways and under varying conditions.

- Neurons to Neighborhoods

”



# PHYSICAL HEALTH AND MOTOR DEVELOPMENT

## Component 1: Health and Safety Practices

**Learning Goal 1.b:** Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.

By the following ages, most children will:

9m



- › Express discomfort or anxiety in stressful situations
- › Demonstrates a recognition of the difference between their primary caregiver and a stranger

18m



- › Sometime respond appropriately to redirection given by an adult caregiver

24m



- › Respond appropriately to redirection by adults unless too caught up in a game or emotion
- › Demonstrate a beginning understanding when adults say “stop” or “danger” by stopping or listening to adults
- › Hold hands briefly with adults when walking but often break contact when distracted by another person or object

36m



- › Recognize or identify some harmful or unsafe objects and situations
- › Stop a behavior in response to direction by an adult
- › Understand and participate in the routine of holding hands with an adult when walking in public places
- › Seek an adult’s help in some unsafe or dangerous situations

48m



- › Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation
- › Understand the difference between “safe touch” and “unsafe touch,” especially if previously instructed
- › Tell what the consequences are of unsafe behaviors
- › With adult assistance, look both ways before crossing the street

60m



- › Follow safety rules with adult assistance
- › Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas
- › Follow emergency routines after adult instruction
- › Understand the consequences of not following rules related to safety

“

Play is the answer to the question, how does anything new ever come about?

- Jean Piaget

”



# PHYSICAL HEALTH AND MOTOR DEVELOPMENT

**Component 1:** Health and Safety Practices  
**Learning Goal 1.c:** Children develop self-help skills.

By the following ages, most children will:

9m



- › Fuss or cry when hungry and quiet down when picked up to be fed in a timely manner
- › Coordinate sucking and swallowing
- › Assist with self-feeding by holding a bottle or breast; turn their head away when full
- › Explore food with their hands and fingers (e.g., crackers and other easy-to-handle foods)
- › Accept most basic care routines administered by adults (e.g., gum cleansing or nose wiping)
- › Relax during bathing routines
- › Babble or coo after diapering
- › Indicate their needs and wants (e.g., wanting food or a dirty diaper to be changed)

18m



- › Point to food when wanting more
- › Feed themselves finger foods
- › Drink from a cup with some spilling
- › Drink from a straw
- › Use a spoon with some spilling
- › Accept more involved care routines administered by adults (e.g., tooth brushing)
- › Participate in hand-washing with assistance
- › Participate in dressing or attempt to dress themselves
- › Remove some clothing
- › Use gestures, body language, or vocalizations to seek out help from an adult

24m



- › Feed themselves with spoon and fork (with some spilling) if early self-help skills are valued and taught in their family culture
- › Drink from a cup (with some spilling) if early self-help skills are valued and taught in their family culture
- › Participate in some self tooth brushing while an adult is helping them brush their teeth
- › Indicate choices in clothes and shoes by gesturing or using simple words
- › Have limited control over bowels and bladder
- › Use a tissue when offered by an adult to wipe nose, face, or hands

36m



- › Understand the difference between food and non-food items
- › Recognize when foods are new to them and choose whether to taste or not
- › Cooperate and assist with tooth brushing
- › Wash hands with assistance
- › Dress or undress with minimal assistance
- › Sit on a toilet
- › Obtain and use tissues to wipe their nose, face, or hands
- › Indicate when not feeling well

48m



- › Help with mealtime routines, such as setting a table
- › Brush their teeth with assistance from an adult
- › Wash and dry hands with verbal prompts and support
- › Attempt dressing and undressing
- › Put their shoes on but may need assistance with tying them
- › Choose their own clothes to wear
- › Use a toilet
- › Cover their mouth when coughing

60m



- › Help in preparing snacks and meals
- › Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)
- › Dress or undress
- › Manage zippers, buttons, buckles, and Velcro
- › Tell an adult caregiver when tired





# PHYSICAL HEALTH AND MOTOR DEVELOPMENT

## Component 2: Gross Motor Development

**Learning Goal 2.a:** Children develop large muscle control, strength, and coordination.

By the following ages, most children will:

9m



- › Reach and play with toys while sitting
- › Reach for objects and bring them to their mouth
- › Pound on a table and other objects
- › Roll both ways (front to back and back to front)
- › Get into sitting position without help while lying down or crawling
- › Sit without support
- › Pull up to a standing position

18m



- › Squat to pick up toys or other objects
- › Jump with feet apart
- › Carry a toy while walking
- › Stand on one foot with assistance

24m



- › Bend or stoop over to pick up a toy or other object
- › Pull toys behind themselves
- › Climb onto and off of couches, chairs, large rocks, or logs
- › Roll a large ball
- › Toss a ball into a large container
- › Sit on and move small-wheeled riding toys

36m



- › Play "catch" using a large rubber ball
- › Throw underhand with some direction
- › Climb on outdoor play equipment

48m



- › Pedal a tricycle
- › Aim and throw a ball overhand toward a target
- › Bounce a ball
- › Hit a stationary ball with a plastic or foam bat
- › Use arms and legs in a coordinated manner to "pump" on a swing
- › Jump off a bottom step with two feet
- › Jump with two feet over small objects

60m



- › Catch a small ball with two hands
- › Bounce a ball and catch it
- › Aim and throw a ball with some accuracy



# PHYSICAL HEALTH AND MOTOR DEVELOPMENT

**Component 2:** Gross Motor Development  
**Learning Goal 2.b:** Children develop traveling skills.

By the following ages, most children will:



**9m**

- › Shift between lying down, sitting, and balancing on their hands and knees
- › Crawl



**18m**

- › Move from one place to another by walking
- › Sometimes run instead of walk
- › Walk upstairs holding an adult's hand or crawl upstairs on hands and knees



**24m**

- › Run sturdily
- › Walk up steps with some help
- › Walk backwards
- › Walk on tiptoes



**36m**

- › Change direction while walking or running
- › Stop suddenly after running (displaying increased coordination and regulation of large muscles)
- › Climb upstairs using alternating feet; walk downstairs, placing both feet on one step before approaching each subsequent step down
- › Jump forward at least six inches
- › Move in, under, and over objects in the environment with ease



**48m**

- › Run up to a ball and kick it while maintaining balance
- › Walk or run around obstacles and corners
- › Walk up and down stairs, alternating feet
- › Understand the position or orientation of their body to other objects and people



**60m**

- › Hop forward on one foot without losing balance
- › Walk along a beam or edge
- › Gallop
- › Skip
- › Run with control and balance, making quick turns without losing speed and quick stops
- › Demonstrate how their body can move forward, backward, left and right
- › Demonstrate how their body can move fast or slow

“

You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose. You're on your own, and you know what you know. And you're the guy [girl] who'll decide where to go.

- Dr. Suess

”



# PHYSICAL HEALTH AND MOTOR DEVELOPMENT

## Component 3: Fine Motor development

**Learning Goal 3.a:** Children develop small muscle control, strength, and coordination.

By the following ages, most children will:

9m



- › Hold onto a toy when it is handed to them
- › Reach for, grasp, and shake things
- › Bring hands and objects to their mouth
- › Transfer a toy from one hand to another
- › Pat, shake, or hit objects
- › Mimic a hand clap or wave

18m



- › Turn the pages of books and point to pictures while being read to
- › Hold objects in both hands
- › Pick up very small objects with their index finger and thumb
- › Bang two toys together
- › Play pat-a-cake without much help (such as someone moving their hands for them)
- › Begin to stack two to three blocks

24m



- › Open cabinets, drawers, and boxes
- › String large beads
- › Turn containers over to empty out the contents
- › Remove lids from containers
- › Stack four to six large blocks/cubes
- › Attempt snipping with scissors

36m



- › String large beads onto shoe laces
- › Turn knobs and unscrew lids, put lids on post, unwrap candy, etc.
- › Put three or four pieces into a puzzle board
- › Dig and scoop sand or water
- › Use scissors

48m



- › String small beads onto shoe laces
- › Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks)
- › Use scissors with purpose

60m



- › Fold a piece of paper with accuracy and symmetry
- › Work a puzzles of up to 10 pieces
- › Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)
- › Hold paper and begin to cut with scissors along a straight line



# PHYSICAL HEALTH AND MOTOR DEVELOPMENT

## Component 3: Fine Motor development

**Learning Goal 3.b:** Children develop writing and drawing skills.

By the following ages, most children will:

9m



- › Grasp objects with their thumb, index, and middle fingers (i.e., using pincer grip)
- › Bring their hands to their midline (i.e., moving hands towards each other over the middle of their body)

18m



- › Grab and hold large writing objects, such as crayons, with their whole fist
- › Scribble spontaneously on paper

24m



- › Hold large writing objects, such as crayons, in an approximate thumb-and-finger grip
- › Make spontaneous dots, lines, and wobbly circles when painting or drawing
- › Fold paper approximately in half

36m



- › Hold a pencil in an approximate thumb-and-finger grip
- › Attempt to copy a drawn circle
- › Attempt to imitate a drawn cross
- › Attempt to imitate a horizontal and vertical stroke

48m



- › Hold a regular pencil using an adult grip
- › Imitate a horizontal and vertical stroke
- › Imitate a drawn cross
- › Imitate a drawn circle
- › Write letter or numeral-like forms

60m



- › Draw recognizable shapes
- › Write some letters and numerals

“

Infants and young children are not just sitting twiddling their thumbs, waiting for their parents to teach them to read and do math. They are expending a vast amount of time and effort in exploring and understanding their immediate world. Healthy education supports and encourages this spontaneous learning.

- David Elkind

”



# SOCIAL AND EMOTIONAL DEVELOPMENT

Social and emotional development encompasses young children's evolving capacity to form close and positive adult and peer relationships; to actively explore and act on the environment in the process of learning about the world around them; and to experience, regulate, and express a full range of positive and negative emotions in socially and culturally appropriate ways. These skills, developed in early childhood, are essential for lifelong learning and success. A child's temperament (traits that are biologically based and that remain consistent over time) plays a significant role in every child's development and should be carefully considered when determining when and how a child should meet social and emotional learning goals. Healthy social and emotional development depends on consistent, positive interactions with educators and other familiar adults who appreciate each child's individual temperament. This appreciation is central to promoting positive self-esteem, confidence, and trust in relationships. The components within this domain address children's relationships with others—adults and other children—their sense of personal identity and self-confidence, and their ability to regulate their emotions and behavior.

Children with disabilities may demonstrate alternate ways of meeting social and emotional goals; for example, children with visual impairments may never make eye contact but rather demonstrate their interest in and need for human contact in other ways (through acute listening and touch); and children with cognitive disabilities may initiate play at a different pace and with a different degree of articulation and accomplishment. In general, the presence of a disability may cause a child to demonstrate alternate ways of meeting social and emotional goals. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. When observing how children respond in relationship, teachers must consider appropriate adaptations and modifications, as necessary. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the social and emotional development of all children.

**Remember:** While this domain represents general expectations for social and emotional development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

- SE 1: Relationships with Others
- SE 2: Sense of Self
- SE 3: Self-regulation





# SOCIAL AND EMOTIONAL DEVELOPMENT

## Component 1: Relationships with Others

**Learning Goal 1.a:** Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.

By the following ages, most children will:

9m



- › Socialize with preferred adults by reciprocally smiling, laughing, or vocalizing
- › "Converse" with familiar adults by imitating or making faces at adults who make faces at them
- › Relax when picked up and held by a familiar adult
- › Search for an adult caregiver who might be out of sight
- › Engage in turn-taking interactions, such as peek-a-boo
- › Repeat actions that elicit social responses from others

18m



- › Imitate adult behavior by repeating and practicing through play (e.g., sweeping with a toy broom, "talking" on a cell phone)
- › Use gestures, body language, and/or vocalizations to seek out help from a preferred adult
- › Participate in back-and-forth games with adults
- › Seek comfort from a preferred adult when tired or hungry
- › Expand their exploration of their environment in the presence of trusted adults, and regularly check in (visually or physically) with these adults when experiencing stress or uncertainty

24m



- › Imitate by continuing to repeat actions they have seen long after they have seen them
- › Initiate play and interactions with familiar adults (e.g., pretending to drive a car or bake a cake)
- › Interact with adults to meet needs and wants, communicating through gestures, facial expressions, and simple words
- › Continue to seek out the primary adults in their life as their secure base (using simple words as well as regular visual or physical contact) while playing or exploring the environment and when uncertain

36m



- › Seek adult assistance when challenged
- › Demonstrate affection for familiar adults
- › Seek comfort from an adult after falling down or getting hurt
- › Interact with adults to solve problems or communicate about experiences or ideas

48m



- › Seek approval from adults
- › Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults

60m



- › Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults
- › Have a close relationship with a consistent non-parental caregiver, showing interest in the adult's feelings, preferences, and well-being and sharing their experiences
- › Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)



# SOCIAL AND EMOTIONAL DEVELOPMENT

## Component 1: Relationships with Others

**Learning Goal 1.b:** Children engage in positive relationships and interactions with other children.

By the following ages, most children will:

9m



- › Babble and smile to show their interest in other children
- › Intently watch other babies and children, especially their faces
- › Track the activity of other children and notice/move toward others when hearing sounds of excitement
- › Reach out to touch other children's hair, face, etc.

18m



- › Engage in positive interactions with other children while supervised
- › Imitate and respond to other children's actions and behaviors
- › Play alone or engage in parallel play (i.e., play next to but not directly involved in another child's play)
- › Recognize and respond differently to younger children

24m



- › Demonstrate interest or concern for a peer who is hurt, fallen, or in distress
- › Recognize the idea of possessions (i.e., acting as though they own something) and demonstrate an understanding of "mine" and "not mine"
- › Predominately use parallel play (next to others) while trying out associative play (sharing toys or commenting on the play of others)

36m



- › Watch and copy other children's play activities
- › Seek assistance from an adult caregiver in resolving conflicts with other children
- › Understand how to take turns during play with other children, with adult guidance and assistance
- › Participate in associative play with other children (i.e., engaging in separate play activities while occasionally sharing toys or commenting on another child's play)

48m



- › Share and take turns using materials
- › Suggest solutions to conflicts, with adult guidance and assistance
- › Initiate play and conversations with other children
- › Participate in pretend play with other children
- › Express how another child or storybook character might feel
- › Notice and show concern for peers' feelings
- › Comfort peers when they are hurt or upset, with adult guidance and assistance

60m



- › Make decisions with other children, with adult guidance and assistance
- › Demonstrate consideration for and cooperation with other children
- › Prefer to play with one or two special friends
- › Suggest solutions to conflicts
- › Demonstrate an ability to compromise when working or playing in a group
- › Sustain interactions with friends for increasing periods of time
- › Successfully enter into play when a group of children are already involved
- › Can predict the causes of other children's emotions (e.g., "she is sad because ...")



# SOCIAL AND EMOTIONAL DEVELOPMENT

## Component 2: Sense of Self

**Learning Goal 2.a:** Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.

By the following ages, most children will:

9m



- › Explore their own hands and feet
- › Demonstrate a recognition of themselves in a mirror
- › Respond to their own name

18m



- › Explore various play materials and show preferences for specific books, toys, or food
- › Demonstrate displeasure when unable to exert influence on events
- › Indicate their dislike by saying “no” or through some other method (e.g., shaking their head or turning their head/body away)
- › Make simple choices

24m



- › Recognize some body parts (e.g., pointing to eyes, ears, or nose when asked)
- › Refer to themselves by name
- › Use “me” and “mine” in reference to themselves and to objects
- › Express preferences for certain toys or objects
- › Enjoy playing alone for short periods of time
- › Try to do some things without help

36m



- › Become aware of the idea of ownership (i.e., “This is mine”; and “that is yours.”)
- › Demonstrate preferences and choices for people, toys, or activities
- › Recognize a picture of themselves (e.g., by pointing or saying “me”)
- › Describe some personal characteristics (e.g., hair color)
- › Provide their first and last names when asked

48m



- › Describe their own and others’ personal characteristics (e.g., “My hair is red; your hair is black.”)
- › Understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.
- › Demonstrate an awareness of their own likes and preferences

60m



- › Differentiate themselves from others based on characteristics they use to describe themselves, such as “shy” or “smart.”
- › Differentiate themselves from others in terms of specific abilities (e.g., “I am a fast runner,” or “I am a good climber.”)





# SOCIAL AND EMOTIONAL DEVELOPMENT

## Component 2: Sense of Self

**Learning Goal 2.b:** Children develop the confidence to complete an action successfully or independently.

By the following ages, most children will:

9m



- › Demonstrate interest in objects or people
- › Accept new toys or objects with interest
- › Reach for objects of interest
- › Focus on objects and people of interest for longer periods of time

18m



- › Show pleasure at their own actions
- › Show attachment to or preference for specific toys
- › Ask for similar activities to be repeated over and over
- › Attempt to perform self-care activities independently of adult help
- › Recognize their ability to influence their surroundings (e.g., standing on a table or feeding chair to indicate hunger to an adult)

24m



- › Alternate between doing things independently and wanting help or comfort
- › Repeat activities and words and songs over and over
- › Participate in solitary pretend play (e.g., wearing hats, talking on a phone)
- › Help with simple tasks (e.g., picking up toys)

36m



- › Demonstrate joy in their own accomplishments (e.g., throwing away a napkin, flushing a toilet)
- › Initiate new activities and explore new materials
- › Demonstrate interest and pride in handling personal care routines (e.g., removing coat) with minimal assistance

48m



- › Choose materials and activities
- › Participate in new experiences with confidence and independence (e.g., selecting more challenging puzzles)

60m



- › Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)
- › Stay with a task until it is completed
- › Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances



# SOCIAL AND EMOTIONAL DEVELOPMENT

## Component 3: Self-regulation

**Learning Goal 3.a:** Children develop the ability to express and regulate their own emotions.

By the following ages, most children will:

9m



- › Demonstrate the ability to self-soothe (calm down) through behaviors such as babbling, thumb/fist sucking, or rocking
- › Calm down when talked to, held, or rocked by a preferred caregiver
- › Express a range of emotions (e.g., joy, excitement, or sadness) through facial expressions, gestures, and sound

18m



- › Self-soothe when offered a special toy or blanket in combination with caregiver nurturance
- › Look to a trusted adult for comfort when upset or stressed
- › Demonstrate joy, pleasure, and excitement in learning to do new things

24m



- › Accept a security toy or blanket to self-soothe
- › Demonstrate familiarity with routines
- › Demonstrate strong emotions, such as anger, through actions (e.g., falling down on the floor and kicking their legs—throwing a “tantrum”) and calm down with caregiver assistance
- › Express emotions (e.g., happiness, sadness, or anger) through singing and pretend play (in addition to “tantrums”)

36m



- › Calm themselves down after a temper tantrum in a reasonable amount of time with caregiver assistance
- › Comfort themselves by seeking out a special toy, object, or caregiver
- › Use words to express their emotions

48m



- › Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for a favored toy)
- › Can express emotions using words, signs, or other communication methods
- › Take pride in their accomplishments
- › Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing things, pounding)

60m



- › Control strong emotions most of the time in an appropriate manner
- › Persist at a difficult task with decreasing amounts of frustration
- › Can name emotions using words, signs, or other communication methods



# SOCIAL AND EMOTIONAL DEVELOPMENT

## Component 3: Self-regulation

**Learning Goal 3.b:** Children develop the ability to control impulses.

By the following ages, most children will:

9m



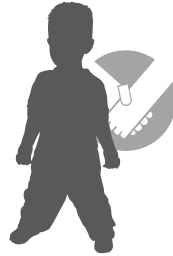
- › Exhibit the ability to wait for a desired object or person

18m



- › Amuse themselves for a short period of time
- › Respond to verbal requests to alter their behavior, sometimes continuing with the behavior and sometimes accepting the redirection
- › Say “no” to express their unwillingness (or sign “no” if they have been taught to sign)

24m



- › Respond to redirection most of the time
- › Once redirected, change focus to the new object, person, or play
- › Participate in routines with adult guidance

36m



- › Follow simple rules most of the time
- › Control impulses (e.g., walking around—rather than through—a puddle when directed)
- › Adapt their behavior to the environment (e.g., shifting from an “outside voice” to an “inside voice”)
- › Adjust to changes in daily routines with preparation and adult assistance

48m



- › Usually follow classroom rules and expectations
- › Adjust to changes in routines and activities
- › Ask or wait for adult permission before doing something they are unsure about
- › Use materials with purpose, safety, and respect
- › Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a computer)
- › Stop an engaging activity to transition to another less desirable activity with adult guidance and support

60m



- › With adult assistance, demonstrate control over actions, words, and emotions in response to a situation
- › Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home)
- › Participate in group activities for increasing amounts of time
- › Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity

“

The task of emotion regulation is not simply a matter of learning to suppress emotions. It is more broadly one of deploying emotions effectively in relationships, while playing and learning, and in a wide range of settings.

- Neurons to Neighborhoods

”



# LANGUAGE DEVELOPMENT

The development of children's early language skills is critically important for their future academic success. Language development indicators reflect a child's ability to understand increasingly complex language (receptive language skills), a child's increasing proficiency when expressing ideas (expressive language skills), and a child's growing understanding of and ability to follow appropriate social and conversational rules. The components within this domain address receptive and expressive language, pragmatics,<sup>17</sup> and English language development specific to dual language learners.

As a growing number of children live in households where the primary spoken language is not English, this domain also addresses the language development of dual language learners. Unlike most of the other progressions in this document, however, specific age thresholds do not define the indicators for English language development (or for development in any other language). Children who become dual language learners are exposed to their second language for the first time at different ages. As a result, one child may start the process of developing second-language skills at birth and another child may start at four, making the age thresholds inappropriate. So instead of using age, *The Standards* use research-based *stages* to outline a child's progress in English language development. It is important to note that there is no set time for how long it will take a given child to progress through these stages. Progress depends upon the unique characteristics of the child, his or her exposure to English in the home and other environments, the child's motivation to learn English, and other factors.

Children with disabilities may demonstrate alternate ways of meeting the goals of language development. If a child is deaf or hard of hearing, for example, that child may demonstrate progress through gestures, symbols, pictures, augmentative and alternative communication devices, and/or signs as well as through spoken words. Children with cognitive disabilities may also demonstrate alternate ways of meeting the same goals, often meeting them at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. When observing how children demonstrate what they know and can do, the full spectrum of communication options—including the use of American Sign Language and other low- and high-technology augmentative/assistive communication systems—should be considered. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the language development of all children.

**Remember:** While this domain represents general expectations for language development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

LD 1: Receptive Language

LD 3: Pragmatics

LD 2: Expressive Language

LD 4: Language Development of  
Dual Language Learners





# LANGUAGE DEVELOPMENT

## Component 1: Receptive Language

**Learning Goal 1.a:** Young children attend to, understand, and respond to increasingly complex language.

By the following ages, most children will:

9m



- › Turn toward familiar voices or sounds
- › Recognize more than one tone of voice in adults and respond with body movement and sounds
- › Demonstrate a recognition of names of familiar people and favorite objects
- › Respond to voices and sounds in the environment
- › Can be quieted by a calm, familiar voice
- › Become excited upon hearing familiar words, such as “nursing” or “bottle”
- › Startle or cry when there is a loud sound

18m



- › Look at what an adult is pointing to and share attention
- › Identify familiar people or objects when prompted
- › Understand more words than they can say
- › Respond appropriately to familiar words, signs, and songs
- › Follow simple, one-step directions, especially if accompanied by adult gestures (e.g., “stop” or “come here”)

24m



- › Understand approximately 200 words (receptive language)
- › Follow one-step directions with few adult gestures (e.g., responding to an adult saying, “Please lift your arms.”)

36m



- › Demonstrate an understanding of descriptive words
- › Respond appropriately to others’ comments, questions, or stories
- › Follow two-step directions that involve familiar experiences and objects (e.g., “Find your shoes and bring them to me.”)

48m



- › Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge
- › Demonstrate an understanding of conversations by responding to questions and prompts
- › Demonstrate an understanding of several hundred words in their home language, including those relating to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and texts)
- › Distinguish between real and made-up words
- › Understand increasingly longer and complex sentences, including sentences with two or more phrases or ideas
- › Follow directions that involve multiple steps (e.g., “Please, would you get the sponge, dampen it with water, and clean your table top?”)

60m



- › Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas
- › Respond appropriately to a specific and varied vocabulary
- › Follow detailed, multi-step directions (e.g., “Put away your toys, wash your hands, and come to the table.”)



# LANGUAGE DEVELOPMENT

## Component 2: Expressive Language

**Learning Goal 2.a:** Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

By the following ages, most children will:

9m



- › Experiment with making sounds
- › Engage in babbling (i.e., making consonant sounds followed by a vowel sound)
- › Say “mama” and “dada”
- › Use vocalizations, gestures, and facial expressions to communicate needs and wants and to express interest or dislike

18m



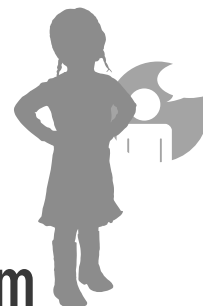
- › Communicate in a way that is understood by most familiar people (e.g., eye glances, gestures, sounds)
- › Produce some words and word-like sounds
- › Use eight to ten individual words to communicate wants, needs, interests, and dislikes
- › Combine words and gestures to communicate
- › Use short, telegraphic phrases (of one or two words) to communicate wants, needs, and thoughts
- › Use some pronouns

24m



- › Communicate basic needs in a way that is understood by many people outside the family or child care
- › Use “please” and “thank you”
- › Combine words with gestures and expressions (cues) to ensure adults understand their desires or requests (e.g., pointing to the door and saying, “Go outside.”)
- › Hold one-sided conversations with stuffed animals and dolls
- › Start to use the plural forms of nouns and verbs
- › Start to use the past tense of verbs

36m



- › Communicate basic ideas in a way that is understood by most people
- › Use a vocabulary of more than 100 words in their home language (words, signs, and/or alternative communication), including words for familiar people, objects, and animals and words that describe (adjectives)
- › Expand their vocabulary by asking others to name unfamiliar objects
- › Use two- and some three-syllable words
- › Combine words into simple three- to four-word sentences
- › Use simple adjectives in statements (“big,” “little,” “hard,” “soft”)

*Continued*

48m



- › Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors
- › Pronounce new, long, or unusual words if they have modeling and support
- › Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs
- › Demonstrate an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating words to their opposites
- › Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text
- › Experiment with using new words in conversation

*Continued*

60m



- › Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors
- › Expand their vocabulary with words of increasing specificity and variety
- › Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words
- › Use increasingly complex, longer sentences, including sentences that combine two or three phrases

*Continued*



# LANGUAGE DEVELOPMENT

## Component 2: Expressive Language

**Learning Goal 2.a:** Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

Continued from previous:

**9m**

*See previous*

**18m**

*See previous*

**24m**

*See previous*

**36m**

*Continued from previous*

- › Use simple adverbs in statements (e.g., “That car goes very fast!”)
- › Use some plurals appropriately (e.g., distinguishing between “car” and “cars”)
- › Ask “who,” “what,” “why,” and “where” questions

**48m**

*Continued from previous*

- › Use longer, more increasingly complex sentences, including complete four- to six-word sentences
- › Use, with modeling and support, more complex grammar and parts of speech, including common prepositions, regular plural nouns, correct subject- verb agreement, pronouns, and possessives
- › Continue to ask “who,” “what,” “why,” and “where” questions

**60m**

*Continued from previous*

- › Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs



# LANGUAGE DEVELOPMENT

## Component 3: Pragmatics\*

**Learning Goal 3.a:** Young children understand, follow, and use appropriate social and conversational rules.

\* "... pragmatics is the study of communicative action in its sociocultural context. Communicative action includes not only speech acts—such as requesting, greeting, and so on—but also participation in conversation, engaging in different types of discourse, and sustaining interaction in complex speech events." (Kasper, 1997)

By the following ages, most children will:

9m



- › Respond to the speech of others by looking toward the speaker
- › Initiate and engage in simple back-and-forth interactions with others by using facial expressions, vocalizations, and gestures
- › Express enjoyment and a desire for "more" through body language (cues), such as kicking their legs, waving their arms, and smiling

18m



- › Respond to others' communication with gestures, facial expressions, body movements, and sounds
- › Communicate vocally or use nonverbal strategies to communicate when interacting with a responsive adult
- › Engage in joint attention by directing their gaze toward what a speaker is looking at or pointing to
- › Point in order to request an object
- › Use body language (cues) such as bobbing their head, raising their eyebrows, smiling, or tilting their head to signal enjoyment or their desire for more of an activity from an adult

24m



- › Participate in simple turn-taking during one-on-one conversations
- › Demonstrate concern for others through gestures and facial expressions
- › Directly interact with adults to signal enjoyment or a desire for more (e.g., by tugging on an adult's pant leg, patting an adult, holding an adult's arm, or verbalizing)

36m



- › Respond to others' statements, prompts, and questions
- › Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings
- › Use social conventions to initiate and sustain exchanges of communication
- › Demonstrate an understanding of simple humor

48m



- › Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them
- › Use appropriate volume and intonation when speaking in a variety of social situations
- › Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.")
- › Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously

60m



- › Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.")
- › Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously
- › Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes





# LANGUAGE DEVELOPMENT

**Component 4:** Language Development of Dual Language Learners  
**Learning Goal 4.a:** Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.

## In early-stage English language development, children:



- › Demonstrate an understanding of age-appropriate language usage related to conversational as well as basic and advanced concepts in the home language but will not know all the same words in their home language and in English
- › Attend to English oral language in both real and pretend activities, relying on the intonation, facial expressions, or gestures of the speaker in the same way that they attend to their home oral language
- › Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc.
- › Begin to follow simple directions in English, especially when they are accompanied by contextual cues, such as gestures, pointing, and voice modulation

## In mid-stage English language development, children:



- › Make progress in their home language
- › Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities
- › Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)
- › Respond appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)

## In late-stage English language development, children:



- › Demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities
- › Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)
- › Follow directions that involve a one- or two-step sequence, relying less on contextual cues

**Note:** Unlike most of the other developmental progressions in this document, the indicators for English language development (or for development in any other language) do not follow specific age thresholds. Children who become dual language learners are exposed to their second language for the first time at different ages. As a result, one child may start the process of developing English language skills at birth and another child may start at age four, making the age thresholds inappropriate. So instead of using age, *The Standards* use research-based *stages* to outline a child’s progress in English language development. It is important to note that there is no set time for how long it will take a given child to progress through these *stages*. Progress depends upon the unique characteristics of the child, his or her exposure to English in the home and other environments, the child’s motivation to learn English, and other factors.



# LANGUAGE DEVELOPMENT

**Component 4:** Language Development of Dual Language Learners  
**Learning Goal 4.b:** Young children become increasingly proficient in expressing their thoughts and ideas in English.

## In early-stage English language development, children:



- › Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others
- › Use age-appropriate vocabulary in the home language
- › Listen and converse in their home language
- › Use age-appropriate grammar in their home language
- › Ask a variety of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in their home language
- › Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate; e.g., missing social, contextual, or self-referential cues)

## In mid-stage English language development, children:



- › Combine nonverbal with some verbal communication to be understood by others
- › Codeswitch (insert a home language word into an English sentence to get the point across when they don’t know the word in English)
- › Use telegraphic speech (two-word phrases rather than full sentences, such as “want food”)
- › Use formulaic speech (expressions that are learned whole, e.g., “I don’t know”)
- › Use English vocabulary that mainly consists of concrete nouns and some verbs and pronouns
- › Converse with others in English using two or three words at a time but switch back and forth between English and their home language
- › Use some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and apply at times the rules of grammar of the home language to English
- › Use “what” and “why” questions in English, sometimes with errors

## In late-stage English language development, children:



- › Demonstrate increasing reliance on verbal communication in English to be understood by others
- › Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary
- › Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction
- › Expand their use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors
- › Use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors

**Note:** Unlike most of the other developmental progressions in this document, the indicators for English language development (or for development in any other language) do not follow specific age thresholds. Children who become dual language learners are exposed to their second language for the first time at different ages. As a result, one child may start the process of developing English language skills at birth and another child may start at age four, making the age thresholds inappropriate. So instead of using age, *The Standards* use research-based *stages* to outline a child’s progress in English language development. It is important to note that there is no set time for how long it will take a given child to progress through these *stages*. Progress depends upon the unique characteristics of the child, his or her exposure to English in the home and other environments, the child’s motivation to learn English, and other factors.

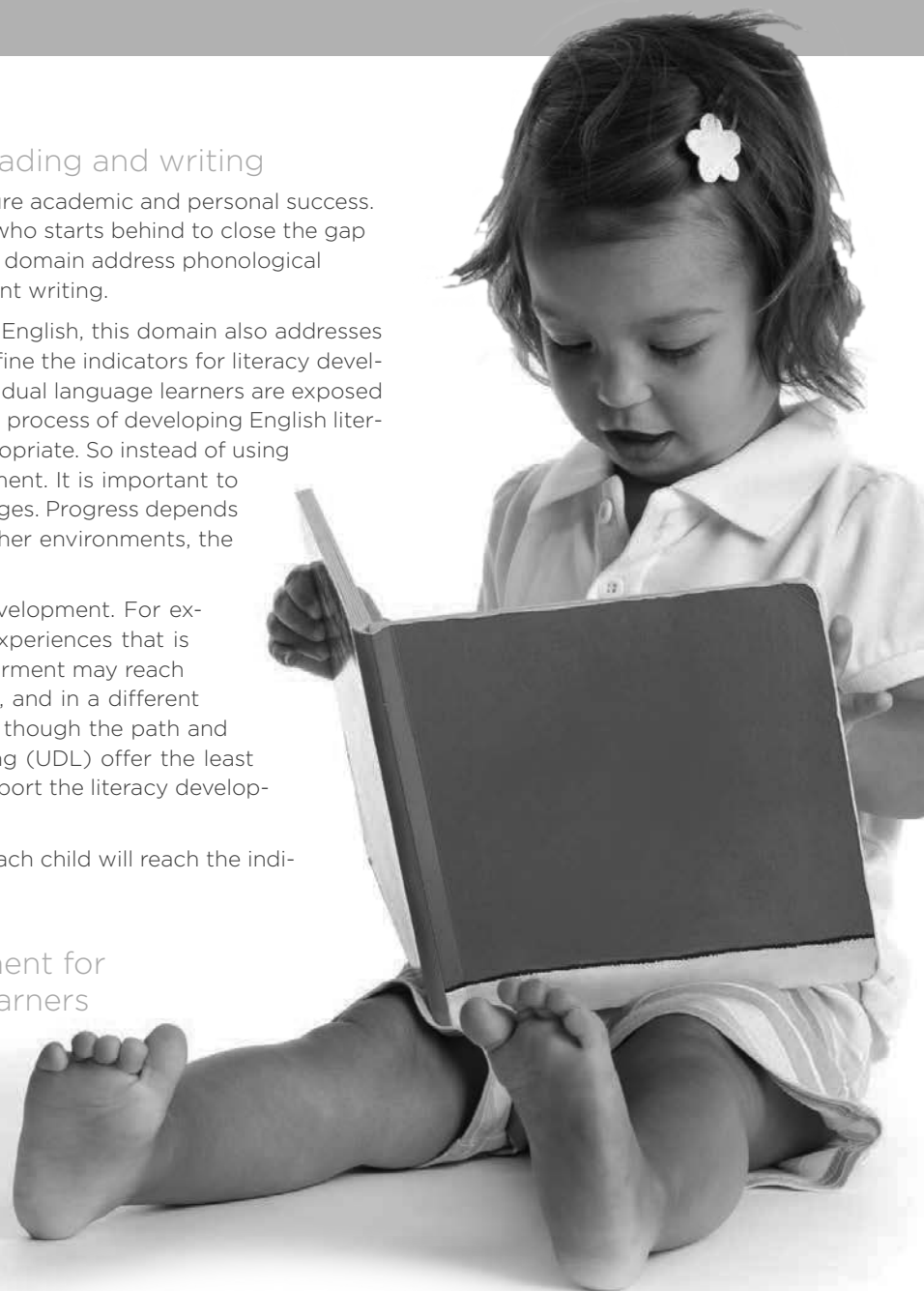
Development in the domain of literacy serves as a foundation for reading and writing acquisition. The development of early literacy skills is critically important for children's future academic and personal success. Yet children enter kindergarten varying considerably in these skills; and it is difficult for a child who starts behind to close the gap once he or she enters school (National Early Literacy Panel, 2008). The components within this domain address phonological awareness, alphabet knowledge, print awareness, text comprehension and interest, and emergent writing.

As a growing number of children live in households where the primary spoken language is not English, this domain also addresses the literacy development of dual language learners. However, specific age thresholds do not define the indicators for literacy development in English, unlike most of the other developmental progressions. Children who become dual language learners are exposed to English (in this country) for the first time at different ages. As a result, one child may start the process of developing English literacy skills very early in life and another child not until age four, making the age thresholds inappropriate. So instead of using age, *The Standards* use research-based *stages* to outline a child's progress in literacy development. It is important to note that there is no set time for how long it will take a given child to progress through these stages. Progress depends upon the unique characteristics of the child, his or her exposure to English in the home and other environments, the child's motivation to learn English, and other factors.

Children with disabilities may demonstrate alternate ways of meeting the goals of literacy development. For example, a child with a visual impairment will demonstrate a relationship to books and tactile experiences that is significantly different from that of children who can see. As well, children with a cognitive impairment may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the literacy development of all children.

**Remember:** While this domain represents general expectations for literacy development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

- |                                |   |
|--------------------------------|---|
| L1: Phonological Awareness     | L5: Literacy Development for Dual Language Learners |
| L2: Alphabet Knowledge         |   |
| L3: Print Knowledge            | L6: Emergent Writing                                |
| L4: Comprehension and Interest |   |



## Component 1: Phonological Awareness

**Learning Goal 1.a:** Children notice and discriminate the sounds of spoken language.

By the following age, most children will:

9m	18m	24m	36m	48m	60m
<ul style="list-style-type: none"> <li>› Experiment and play with sound</li> <li>› Respond differently to different sounds</li> </ul>	<ul style="list-style-type: none"> <li>› Listen attentively to familiar stories, rhymes, and songs</li> <li>› Use sounds for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>› Repeat words in rhymes and chants with prompting</li> <li>› Identify familiar melodies and rhythms in music (in the way that early readers listen for sound-alike words and patterns)</li> <li>› Recognize combinations of words</li> <li>› Use two- to three-word sentences (e.g., “Go bye-bye,” “Mommy’s car”)</li> <li>› Repeat new words adults say</li> </ul>	<ul style="list-style-type: none"> <li>› Engage in word and sound play with adults (e.g., rhymes, nonsense words)</li> <li>› Distinguish between words that contain similar-sounding phonemes (“cat-mat,” “pig-jig”)</li> <li>› Fill in repeating phrases of familiar songs, stories, and finger plays</li> <li>› Sing simple songs and lullabies (such as those with repeating initial sounds)</li> </ul>	<ul style="list-style-type: none"> <li>› Demonstrate an awareness of words as separate units</li> <li>› Identify whether two words rhyme</li> <li>› Engage in rhyming games and songs; can complete a familiar rhyme</li> <li>› Orally blend and segment familiar compound words, with modeling and support</li> <li>› Comprehend and use new words introduced within thematic units, stories, and daily activities</li> </ul>	<ul style="list-style-type: none"> <li>› Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name</li> <li>› Produce words (real or nonsense) that rhyme with other common words (e.g., “dance, prance, krance”)</li> <li>› Identify whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter)</li> <li>› Blend and delete compound words without the support of pictures or objects (e.g., “butterfly, butter crunch, butter sandwich, butter bear”)</li> <li>› With modeling and support, identify, blend, and segment syllables in spoken words</li> <li>› With modeling and support, delete the onsets of words (e.g., “pair-air, fruit-root”)</li> <li>› With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard “c” sound with “-ook” to make “cook”)</li> </ul>

## Component 2: Alphabet Knowledge

**Learning Goal 2.a:** Children recognize and identify letters and make letter-sound connections.

By the following ages, most children will:

9m



- › Respond to visual stimuli in their environment
- › Demonstrate an increasing awareness of and interest in the sounds of spoken language by focusing on the speaker

18m



- › Point to pictures in a book

24m



- › Point to pictures and groupings of words (e.g., paragraphs) in books
- › Recognize simple environmental print (e.g., McDonalds' "M" and Wal-Mart "W," although they may not say the letter)
- › Imitate the sounds of animals and people pointed to in books (e.g., making the sound of a squawking duck or a crying baby)

36m



- › Recognize more symbols and logos in the environment
- › Recognize letters as a special form of symbol that can be individually named
- › Recognize and identify a few letters in their own name

48m



- › Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print
- › Produce the sound for some of the letters they recognize
- › Recognize, with modeling and support, their own name or other common words in print
- › Recognize words that start with the same letter as their name

60m



- › Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print
- › Produce the sound for many of the letters they recognize
- › Correctly sort letters and find words that contain specified letters
- › Demonstrate an understanding that strings of letters represent a sequence of spoken sounds

## Component 3: Print Knowledge

**Learning Goal 3.a:** Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.

By the following ages, most children will:



9m

- › Explore physical features of books
- › Demonstrate an interest in books from among a collection of toys
- › Demonstrate an interest in books by looking intently at or reaching for colorful pictures in books



18m

- › Demonstrate an increasing ability to handle books without assistance
- › Hold books and look at pictures as if reading
- › Respond to features of books, such as pictures and sensory features (e.g., the fluffy cotton in *Pat the Bunny*)
- › Actively participate in shared reading experiences by pointing to and turning pages



24m

- › Open books and bring books to an adult to read
- › Point out pictures in books and say the names of items in the pictures
- › Actively participate in shared reading experiences by making one- or two-word comments and continuing to point to and turn pages



36m

- › Recognize specific books by their covers and seek out specific pages in familiar books
- › Know where books are kept, take them to an adult reader, and return books to their designated place when finished
- › Make scribble marks on paper and “read” the meaning they assign to the marks
- › Recognize letters and numerals as a special form of symbol that can be individually named



48m

- › Hold a book in correct orientation and turn pages from front to back, usually one at a time
- › Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling’s name, pointing to a street sign and asking an adult, “What does that say?”)
- › Imitate the act of reading a book and demonstrate appropriate book-handling skills
- › Handle and care for books in a respectful manner



60m

- › Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page
- › Describe roles of authors and illustrators and connect books to specific authors of illustrators
- › Identify familiar words in books and the environment
- › Recognize their own printed name and those of their siblings or friends

“

Learning to read and write is an ongoing process from infancy. Contrary to popular belief, it does not suddenly begin in kindergarten or first grade. From the earliest years, everything that adults do to support children’s language and literacy is critical.

- Strickland & Riley-Ayers

”

## Component 4: Comprehension and Interest

### Learning Goal 4.a: Children show interest and an understanding of a variety of literacy experiences.

By the following ages, most children will:



9m

- › Attend to their caregiver's voice when being held and read to
- › Become quiet or show pleasure when an adult tells or reads a familiar story or rhyme or sings a familiar song
- › Explore books with various senses (sight, touch, even taste)



18m

- › Focus their attention for short periods of time on, and actively participate in, shared reading experiences by pointing to pages, turning pages, and making sounds or saying simple words
- › Request that adults read to them
- › Point to and make sounds for familiar pictures, objects, and characters in books and photographs
- › Make movements and sounds in response to cues in songs and finger plays
- › Demonstrate preferences for favorite books



24m

- › Use words, gestures, and/or expressions to request rhymes and rhythm games from adults (e.g., asking an adult by demonstrating part of a rhyme's movement and combining the movement with words)
- › Request adults to read books or certain pages in books to them (e.g., bringing a book to an adult while speaking words of request or making facial expressions that indicate the request)
- › Use gestures and body actions to indicate their interest in having a book read (e.g., nodding their head, raising eyebrows, and pointing)
- › Prefer to listen to familiar or favorite books multiple times (at a single setting or each day)



36m

- › Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts
- › Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials
- › Demonstrate a preference for conventional books over board books
- › Enjoy books about a variety of topics
- › Choose to look at books, magazines, and other print materials without assistance
- › Incorporate books or other print materials into their play

*Continued*



48m

- › Enjoy and ask to engage in book reading, book writing, or other literacy-related activities
- › Explore a variety of literary genres, such as fiction, fantasy, informational texts
- › Share opinions about what they did or did not like about a book or story
- › With assistance and support, engage in writing activities (e.g., labeling a picture)
- › Begin to understand the sequence of a story
- › With support, retell or reenact familiar stories with pictures or props as prompts
- › Ask and answer questions about main characters or events in a familiar story

*Continued*



60m

- › Attend to and request longer and more complex books or stories
- › Engage in independent writing activities during routine times, such as pretending to write in their own journal
- › Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)
- › Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories
- › Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships

*Continued*

**Component 4:** Comprehension and Interest  
**Learning Goal 4.a:** Children show interest and an understanding of a variety of literacy experiences.

Continued from previous:

9m	18m	24m	36m	48m	60m
<i>See previous</i>	<i>See previous</i>	<i>See previous</i>	<i>Continued from previous</i>	<i>Continued from previous</i>	<i>Continued from previous</i>
			<ul style="list-style-type: none"> <li>› Recite some words of a familiar book when read to (especially from books with repeating text)</li> <li>› Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support</li> <li>› With modeling and support, anticipate what comes next in familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>› With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed</li> <li>› With modeling and support, demonstrate knowledge from informational texts</li> <li>› Respond to the question “what made you think so?” in response to their ideas about books and stories, with more depth and detail</li> </ul>	<ul style="list-style-type: none"> <li>› Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs)</li> <li>› With guidance and support, relate events and information from stories to their own experiences</li> </ul>

“

Fantasy play, rather than being a distraction, helps children achieve the goal of having an open mind, whether in the service of further storytelling or in formal lessons.

- Lev Vygotsky

”



## Component 5: Literacy Development for Dual Language Learners

**Learning Goal 5.a:** Children become increasingly engaged in literacy experiences in English.

### In early-stage English language development, children:

- › Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures)
- › “Read” familiar books (written in the home language or in English) when encouraged by others and use the home language to talk about the books
- › Begin to identify and relate to a story from their own life experiences in their home language
- › Retell a story in their home language when read or told a story in the home language

### In mid-stage English language development, children:

- › Participate in reading activities, using books written in English when the language is predictable
- › Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English
- › Describe their own experiences related to the topic of a story, sometimes using telegraphic and/or formulaic speech in English
- › Begin to narrate using English that reflects an increasingly larger vocabulary and more complex grammar
- › Retell a story using the home language and some English when read or told the story in English

### In late-stage English language development, children:







- › Participate in reading activities, using a variety of genres that are written in English
- › Choose to read familiar books written in English with increasing independence and to talk about the books in English
- › Engage in extended conversations in English about stories
- › Retell in English the majority of a story read or told in English

**Note:** Unlike most of the other developmental progressions in this document, the indicators for English language development (or for development in any other language) do not follow specific age thresholds. Children who become dual language learners are exposed to their second language for the first time at different ages. As a result, one child may start the process of developing English language skills at birth and another child may start at age four, making the age thresholds inappropriate. So instead of using age, *The Standards* use research-based *stages* to outline a child’s progress in English language development. It is important to note that there is no set time for how long it will take a given child to progress through these *stages*. Progress depends upon the unique characteristics of the child, his or her exposure to English in the home and other environments, the child’s motivation to learn English, and other factors.

## Component 6: Emergent Writing

**Learning Goal 6.a:** Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.

By the following ages, most children will:

9m	18m	24m	36m	48m	60m
					
<ul style="list-style-type: none"> <li>› Focus on people and express particular interest in facial contours and expressions</li> </ul>	<ul style="list-style-type: none"> <li>› Scribble spontaneously</li> <li>› Focus on easy-to-hold books, such as board books, when not able to be active (e.g., sitting in a car seat)</li> </ul>	<ul style="list-style-type: none"> <li>› Use things the way they are intended to be used (e.g. scribbling on paper rather than on table surfaces)</li> </ul>	<ul style="list-style-type: none"> <li>› Explore a variety of writing tools</li> <li>› Describe drawings and paintings simply (e.g., “that’s Mama”)</li> <li>› Watch when adults write</li> <li>› Imitate the act of writing during play</li> </ul>	<ul style="list-style-type: none"> <li>› Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas</li> <li>› With modeling and support, write some letters</li> <li>› With modeling and support, write numerals one through nine</li> </ul>	<ul style="list-style-type: none"> <li>› With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms</li> <li>› Write their first name nearly correctly (may switch the order of letters or write some letters backwards)</li> <li>› Use invented spelling</li> <li>› With modeling and support, write numerals one through twenty</li> </ul>

“

Certainly, young children can begin to practice making letters and numbers and solving problems, but this should be done without ...workbooks. Young children need to learn initiative, autonomy, industry, and competence before they learn that answers can be right or wrong.







- David Elkind

”

## Component 6: Emergent Writing

**Learning Goal 6.b:** Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing

By the following ages, most children will:

9m	18m	24m	36m	48m	60m
					
<ul style="list-style-type: none"> <li>› Attend to visual stimuli in their environment</li> </ul>	<ul style="list-style-type: none"> <li>› Make marks or scribbles on paper using a variety of media (e.g., chalk, pencil, markers, paint)</li> </ul>	<ul style="list-style-type: none"> <li>› Make intentional scribbles and shapes when offered paper and crayons or other writing instruments and show their drawings to others</li> </ul>	<ul style="list-style-type: none"> <li>› Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean)</li> <li>› Create drawings and assign meaning to them</li> <li>› Imitate the act of writing during play</li> </ul>	<ul style="list-style-type: none"> <li>› Use letter-like symbols to create written materials during play or to express an idea</li> <li>› Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center)</li> <li>› Dictate ideas, sentences, and stories</li> <li>› With modeling and support, discuss or answer questions about their writing and drawings</li> </ul>	<ul style="list-style-type: none"> <li>› With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question</li> <li>› Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant “order” in a dramatic play area, writing a grocery list)</li> </ul>

“

Many young writers naturally begin writing about themselves and their lives, representing their experiences through drawing and writing.

- Moore-Hart, 2010

”



# COGNITIVE DEVELOPMENT

Development in the domain of cognition involves the processes by which young children grow and change in their abilities to pay attention to and think about the world around them. Infants and young children rely on their senses and relationships with others; exploring objects and materials in different ways and interacting with adults both contribute to children's cognitive development. Everyday experiences and interactions provide opportunities for young children to learn how to solve problems, differentiate between familiar and unfamiliar people, attend to things they find interesting even when distractions are present, and understand how their actions affect others. Research in child development has highlighted specific aspects of cognitive development that are particularly relevant for success in school and beyond. These aspects fall under a set of cognitive skills called executive function and consist of a child's working memory, attention and inhibitory control, and cognitive flexibility. Together, these skills function like an "air traffic control system," helping a child manage and respond to the vast body of the information and experiences he or she is exposed to daily. The components within this domain address logic and reasoning skills, memory and working memory, attention and inhibitory control, and cognitive flexibility.

Children with disabilities may demonstrate alternate ways of meeting the goals of cognitive development. In particular, children with a cognitive impairment may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the cognitive development of all children.

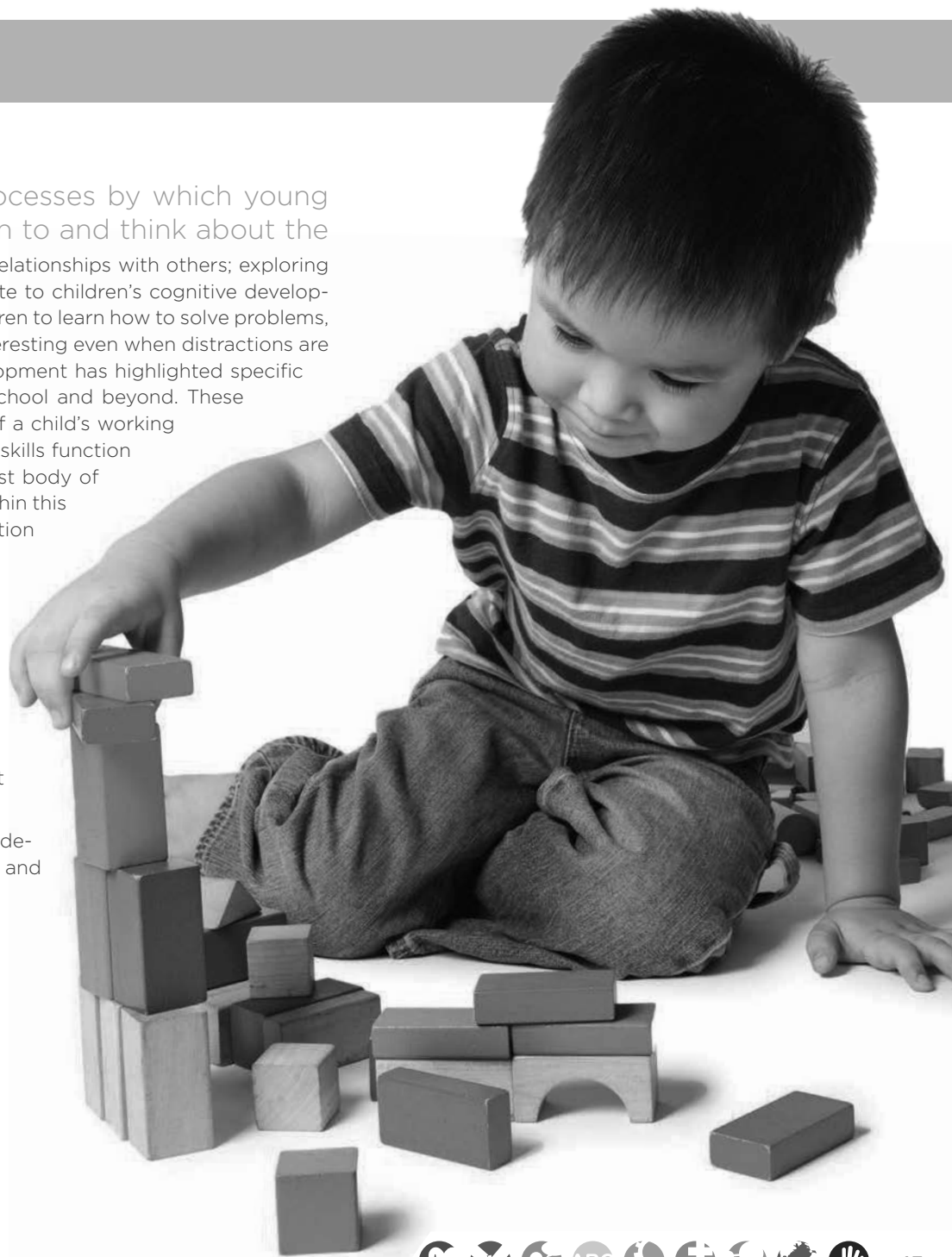
**Remember:** While this domain represents general expectations for cognitive development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

CD 1: Logic and Reasoning

CD 2: Memory and Working Memory

CD 3: Attention and Inhibitory Control

CD 4: Cognitive Flexibility





# COGNITIVE DEVELOPMENT

## Component 1: Logic and Reasoning

**Learning Goal 1.a:** Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.

By the following ages, most children will:

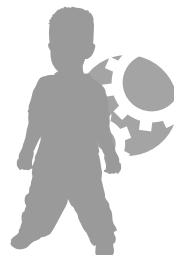
9m



18m



24m



36m



48m



60m



- › Explore objects and materials in different ways (e.g., mouthing, reaching for, or hitting, banging, and squeezing them)

- › Bang a block (or other object) on the floor repeatedly to hear the sound that it makes

- › Combine learning schemes to learn more about an object (e.g., mouthing and then shaking a rattle)

- › Demonstrate an understanding of simple cause-and-effect relationships (e.g., looking toward the sky when they hear an airplane)

- › Explore small openings and look for items to put in the openings, including their fingers

- › Solve simple problems independently (e.g., by climbing to retrieve an out-of-reach object)

- › Demonstrate recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)

- › Use visual comparisons to compare quantities (e.g., which pile of crackers has more)

- › Stack and then knock down “towers” and then stack them up again

- › Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them

- › Make simple decisions, take action, and observe the effect of their actions on others (e.g., pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts)

- › Treat objects differently as they begin to understand similarity and difference (e.g., squeezing stuffed animals and throwing balls)

- › Separate objects by a single feature (e.g., color)

- › Match simple geometric forms (e.g., circle, square, triangle) that have the same size and orientation

- › Develop learning schemes related to people and actions (e.g., saying “goodbye” and then leaving, or asking for music and then dancing to it)

- › Make plans before attempting to solve some simple problems

- › Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car traveled)

- › Engage in pretend play and games requiring several sequential actions (e.g., playing kickball, which requires kicking a ball, running, and then stopping at a base)

- › Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand)

- › Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn’t topple)

- › Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled)

- › Sort objects and then count and compare the groups formed

- › Solve complex problems by planning and carrying out a sequence of actions

- › Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together)

- › Explain their reasoning behind a strategy or choice and why it worked or didn’t work



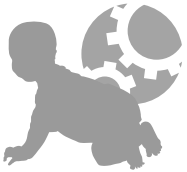
# COGNITIVE DEVELOPMENT

## Component 2: Memory and Working Memory

**Learning Goal 2.a:** Children hold information in their mind and manipulate it to perform tasks.

By the following ages, most children will:

9m



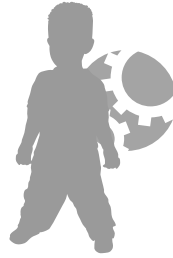
- › Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects
- › After repeated experiences with the same objects and persons, sometimes remember that unseen objects are still there (e.g., remembering that a ball is under the blanket)
- › Attend to unexpected events

18m



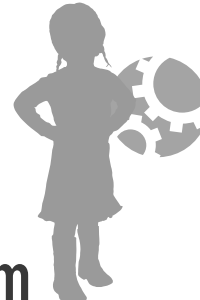
- › Point to, or in some other way indicate, familiar people and objects when they are named
- › Remember the location of objects that are meaningful to them
- › Demonstrate an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal

24m



- › Demonstrate a solid understanding of object permanence (e.g., looking for a car after it enters a tunnel, finding play dough that has been put away in a cupboard)
- › Purposefully put two actions together in sequence (e.g., grabbing a large ball and rolling it)

36m



- › Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine)
- › Know where things are kept in familiar environments and can retrieve them when needed
- › Successfully follow two-step directions

48m



- › Communicate with some detail about events that happened in the past
- › With support, retell or reenact familiar stories, including such details as characters, phrases, and events
- › Put several objects or groups in order by a quantitative attributes (number, length, etc.)
- › Solve simple word problems with totals of five or fewer items (e.g., concluding that they have a total of four pencils if they already have three and are given one more)
- › Successfully follow three-step directions

60m



- › Accurately recount past experiences in the correct order and include relevant details
- › Retell a familiar story in the proper sequence, including such details as characters, phrases, and events
- › Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?")
- › Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)
- › Solve simple word problems with totals of 10 or fewer items (e.g., concluding that they have nine grapes if they have seven and are given two more)
- › Successfully follow detailed, multi-step directions

“

Play is an indispensable element in child development. It is the child's natural process of learning and development and, consequently, a critical ingredient in the educative process.

- Frost

”



# COGNITIVE DEVELOPMENT

## Component 3: Attention and Inhibitory Control

**Learning Goal 3.a:** Children's skills increase in filtering impulses and sustaining attention on a task.

By the following ages, most children will:

9m



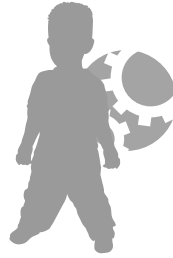
- › Pause or stop when an adult says "stop" or tells them not to do something
- › Demonstrate caution around new or unusual people or events
- › Explore objects by holding, mouthing, dropping, etc.

18m



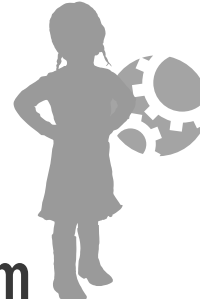
- › Inhibit themselves from reaching for a visible but inaccessible object or reward (e.g., a toy on the other side of a window or out of reach)
- › Attend to a short, familiar storybook but may not want to follow the book page by page

24m



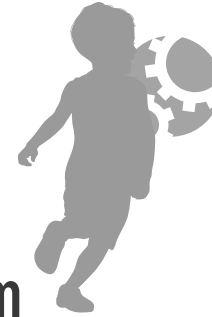
- › Have a general understanding of the passing of time and the meaning of phrases like "not now" and "after lunch"
- › Comply with simple two-part requests that involve waiting (e.g., "Eat your breakfast and then we'll play with the blocks.")

36m



- › Wait to be handed a desired object
- › Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.)
- › Follow adult directions when given simple guidance
- › Focus on topics or materials of interest despite distractions (e.g., can dump out and solve a favorite puzzle, even with other children playing in the background)

48m



- › With adult support, avoid imitating the negative behavior of another child
- › With adult reminders, wait to communicate information in a group
- › Focus on increasingly complex topics for longer periods of time
- › Return to complete a task if interrupted
- › Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture)
- › Solve simple arithmetic problems
- › Build block buildings and include such structural features as arches and ramps

60m



- › Without adult reminders, wait to communicate information in a group
- › Maintain focus on a project for a sustained period of time and over several days
- › Return with focus to an activity or project after having been away from it for a period of time
- › Demonstrate an awareness of important activities that are "coming up" or "in the near future" (e.g., keeping track of the days until a birthday or vacation trip) as a strategy to control excitement
- › Combine shapes into patterns that make new shapes or complete puzzles (e.g., rearranging a collection of circles and variously sized rectangles to make the image of a person)
- › Build complex block buildings, intentionally maintaining such features as symmetry

“

Fantasy play provides the nourishing habitat for the growth of cognitive, narrative, and social connectivity in young children.

- Vivian Gussin Paley

”



# COGNITIVE DEVELOPMENT

## Component 4: Cognitive Flexibility

**Learning Goal 4.a:** Children's skills increase at adjusting to changes in demands, priorities, and perspectives.

By the following ages, most children will:

9m



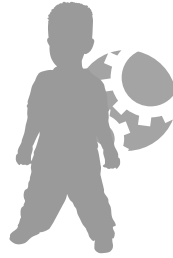
- › Try new actions with a familiar object (e.g., dropping or throwing a rattle in addition to mouthing it)
- › Demonstrate an ability to self-soothe or calm (e.g., babbling or sucking on their thumb or fists)
- › Develop their own regular sleep-and-wake cycle
- › Begin to show an anticipation of familiar routines
- › Use their bodies as "tools" (i.e., as a means to an end: reaching out and grasping to get a rattle, for example)

18m



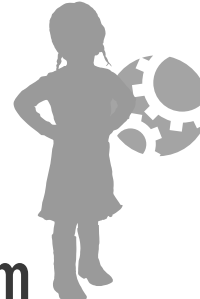
- › Use basic items creatively (e.g., turning a pail over to use it as a drum)
- › Demonstrate comfort in familiar routines and activities
- › Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to punch in numbers on a phone and then "talking" to grandpa after waiting for an answer)
- › Understand the use of people as "tools" for help (e.g., recognizing that an adult can reach an object for them on a high shelf)
- › View world from an egocentric perspective (e.g., crying when frustrated that things are not going their way)

24m



- › Change their behavior in response to environmental cues (e.g., when an adult sits on the floor with a book, they put down their blocks and go over to the adult to listen to the adult read)
- › Change their behavior in response to their environment by using the "tools" around them (e.g., if a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy)

36m



- › Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath)
- › Transition from one activity to the next activity with adult support
- › Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines)
- › Make use of their environment by adapting objects as "tools" (e.g., using a stick to reach something that is under a chair)

48m



- › Require minimal adult support to transition from one activity to another (e.g., moving from computer to circle time)
- › Understand that different contexts may require different behaviors (e.g., taking off shoes when entering their house but leaving them on when entering the classroom)
- › Generate a new approach or change their plan of action if a better alternative is found or suggested (e.g., accepting a suggestion to secure a tower's greater stability by building it on the floor rather than on a thick rug)
- › Continue to count when another item is added to a set
- › Understand that not all children want the same things

60m



- › Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder or it rains)
- › Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet)
- › Reconstruct a pattern using different materials or modalities
- › Sort by more than one attribute (e.g., color and shape) into two or more groups
- › Correctly add an object to an existing series (e.g., of increasing lengths)





# MATHEMATICS

The development of mathematical knowledge and skills contributes to children's ability to make sense of the world and to solve problems they encounter in their everyday lives. Knowledge of basic math concepts and the skill to use math operations to solve problems are fundamental aspects of school readiness and are predictive of later success in school and in life. The components within this domain address number sense and quantity; number relationships and operations; classification and patterning; measurement, comparison, and ordering; and geometry and spatial sense.

Children with disabilities may demonstrate alternate ways of meeting the goals of mathematics development. In particular, children with cognitive impairments may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best serve the mathematics development of all children.

**Remember:** While this domain represents general expectations for mathematics development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

- M 1: Number Sense and Quantity
- M 2: Number Relationships and Operations
- M 3: Classification and Patterning
- M 4: Measurement, Comparison, and Ordering
- M 5: Geometry and Spatial Sense





# MATHEMATICS

## Component 1: Number Sense and Quantity

**Learning Goal 1.a:** Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.

By the following ages, most children will:

9m



- › Hold two objects, one in each hand
- › Gesture (e.g., for “more” when eating)

18m



- › Use words or gestures for action phrases (e.g., “all gone” and “more”)
- › Recognize that there are “one” or “two” of something

24m



- › Name their first number word—typically “two” (or they hold up two fingers)
- › Bring two treats when asked to get treats for two people
- › Match small and large objects (e.g., counting bears to make “Mommy and Me” pairs)

36m



- › Verbally count to ten (or in some way indicate a knowledge of words for the numbers from one to ten in sequence) with occasional errors
- › Count up to five objects accurately
- › Name and identify some written numerals
- › Identify numerals as being different from letters

48m



- › Quickly name the number in a group of objects, up to four
- › Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors
- › Use strategies to accurately count sets of up to 10 objects
- › Understand that the last number counted represents the number of objects in a set
- › Associate a quantity with a written numeral up to five
- › Recognize and write some numerals up to 10

60m



- › Quickly name the number in a group of objects, up to 10
- › Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern
- › Use strategies to count large sets of objects (more than 10)
- › Know the number that comes before or after a specified number (up to 20)
- › Recognize and order each written numeral up to 10
- › Associate a quantity with a written numeral up to 10

“

Young children have the capacity and interest to learn meaningful mathematics. Learning such mathematics enriches their current intellectual and social experiences and lays the foundation for future learning.

- National Research Council, 2010

”



# MATHEMATICS

## Component 2: Number Relationships and Operations

**Learning Goal 2.a:** Children learn to use numbers to compare quantities and solve problems.

By the following ages, most children will:

9m



- › Hold two objects, one in each hand

18m



- › Demonstrate early one-to-one correspondence (e.g., filling containers with objects by dropping them in one at a time)
- › Will usually choose a set that has more of something they prefer over a set that has less, when given the option
- › Create larger and smaller sets of objects by grouping and ungrouping items (e.g., placing and removing rings on a vertical peg)

24m



- › Begin to say or gesture the number “two” when asked how old they are
- › Put objects in accurate, one-to-one correspondence when supported by the context (e.g., placing one plastic egg into each indentation of an egg carton)
- › Compare collections that are quite different in size (e.g., one that is at least twice the other)
- › Notice when another child has more of something and gesture or verbalize “want more”
- › Put groups of objects together and begin to subtract (i.e., share) objects by offering one or more to a friend or adult

36m



- › Use visual cues to approximate which of two sets of objects has more
- › Understand that putting two sets of objects together makes “more” and taking sets of objects apart will make less
- › Add and subtract with sets of objects smaller than three

48m



- › Understand that a entire set of objects is more than its parts when the set is divided into smaller groups
- › Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five
- › Use one-to-one correspondence to compare small sets of similar objects

60m



- › Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other
- › Understand that adding one or taking away one changes the number in a group of objects by exactly one
- › Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten



# MATHEMATICS

## Component 3: Classification and Patterning

**Learning Goal 3.a:** Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.

By the following ages, most children will:

9m



18m



24m



36m



48m



60m



- › Classify informally as they intuitively recognize objects or situations as similar (e.g., “things I can hold”)

- › Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)

- › Engage in repeated actions, including movements and vocalizations

- › Follow daily routines (i.e., patterns), such as being fed and then going to sleep almost immediately

- › Enjoy and begin to anticipate repetition, such as playing a “peek-a-boo” game or hearing a familiar song each time they are diapered

- › Identify objects or creatures by implicitly recognizing their basic attributes and applying labels that adults perceive as classes (e.g., all canines are “doggies”; all felines are “kitties”)

- › Form sets intuitively in which objects in each set are the same (identical) and objects in the other set are different (e.g., putting all of the dolls in one pile and all of the cars in another)

- › Repeat certain action sequences over and over, such as filling and emptying containers

- › Make patterns intuitively by repeating particular movements and vocalizations

- › Watch, bounce, or clap to rhythmic sounds or sing along when an adult sings a song or chant

- › Sort and match toys and other objects by attributes, such as color or size

- › Form sets with objects that are similar in some properties (but not necessarily identical), such as separating groups by color

- › Make simple patterns of movement through repeated rhythmic activity

- › Copy an adult’s made-up verbal pattern (e.g., “me, me, moo”)

- › Recognize and begin to participate in patterns within stories and in songs

- › Follow a verbal rule for sorting objects into sets

- › Notice when two things share similar attributes

- › Recognize and extend a simple repeating pattern (e.g., stomp-clap-stomp-clap), with modeling and support

- › Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small)

- › Classify everyday objects that go together (e.g., mittens, hats, coats)

- › Demonstrate recognition of a simple, repeating pattern

- › Replicate, complete, and extend repeating patterns

- › Recognize, name, and extend basic growing (or enlarging) patterns (e.g., “one more”)

- › Sort objects by more than one attribute (e.g., color and shape) into two or more groups

- › Sort sets of objects by one characteristic, then sort by a different characteristics and explain the sorting rules (e.g., “These are all of the red ones, but these are all of the big ones”)

- › Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)

- › Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat)

- › Replicate and extend simple growing (or enlarging) patterns



# MATHEMATICS

**Component 4:** Measurement, Comparison, and Ordering  
**Learning Goal 4.a:** Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.

By the following ages, most children will:

9m



18m



24m



36m



48m



60m



› Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)

› Explore volume as they wrap their fingers around an object or around an adult's finger

› Explore weight as they pull a toy toward themselves

› Explore speed by moving hands or legs

› Notice large differences in size between two objects (e.g., pointing to the bigger ball)

› Use such words as "big" and "little" to differentiate sizes

› Explore relative size by trying to squeeze a large object into a smaller container (e.g., putting a doll into doll stroller and then trying to fit themselves into the stroller)

› Use words such as "big," "small," and "more" to indicate differences in quantity

› Understand and use general measurement words, such as "big" and "hot"

› Recognize when their food bowl is empty and gesture to indicate that fact, or say "more" or "all gone"

› Find and point to small objects (e.g., the tiny mouse on the pages of *Goodnight Moon*)

› Compare small quantities (e.g., knowing that "two" is more than "one" or choosing the larger bowl for cereal over the smaller one)

› Know the sequence of some parts of their daily routine

› Use language to compare the sizes of objects (e.g., "big" and "little"; and "mommy," "daddy," and "baby")

› Compare two small sets of objects (five or fewer)

› Make small series of objects (e.g., putting three or four objects in order by length)

› Recognize differences in measureable attributes by direct-comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others)

› Use multiple copies of the same unit to measure (e.g., seeing how many "building blocks high" a pillow fort is)

› Use comparative language (e.g., "shortest," "heavier," "biggest")

› Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)

› Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)

› Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.")

“

Infants' and toddlers' natural curiosity initially sparks their interest in understanding the world from a mathematical perspective, and the adults and communities that educate and care for them also provide experiences that serve as the basis for further mathematics learning.

”

- National Research Council, 2010



# MATHEMATICS

## Component 5: Geometry and Spatial Sense

**Learning Goal 5.a:** Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.

By the following ages, most children will:

9m



18m



24m



36m



48m



60m



- › Explore the size and shape of objects through various means (e.g., banging, mouthing, dropping, etc.)
- › Explore the way objects move by tracking objects with their eyes and head
- › Explore distance by reaching for something
- › Explore their spatial sense through movement, both involuntary and voluntary (e.g., being picked up, scooting, and pulling up)

- › Explore how differently shaped objects fit or do not fit together by manipulating such things as nesting cups or stacking cones
- › Explore barriers to movement when not able to walk or push past something
- › Compare the attributes of objects or pictures and identify those that are similar
- › Explore their spatial sense (e.g., by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned)

- › Match familiar shapes (e.g., circle, square, triangle) that have the same size and the same orientation
- › Attempt to stack blocks as high or higher than themselves
- › Match simple shapes (e.g., placing a shape on a shape board)
- › Explore gravity (e.g., push toy cars down an incline, such as a slanted board)
- › Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by gestures, such as pointing

- › Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation
- › Build pictures or designs with two-dimensional shapes and create buildings or structures with three-dimensional shapes, such as building blocks
- › Recognize and name some familiar shapes
- › Understand and use basic language related to locations (e.g., “above,” “below,” “under,” “over”)

- › Build familiar two-dimensional shapes from components or parts (e.g., using a set of circle, rectangle, and line shapes to create an image of a snowman)
- › Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles)
- › Build simple examples of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks
- › Name familiar two-dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation
- › Use basic language to describe their location (e.g., “I am under the bed.”)
- › Correctly follow directions involving their own positions in space (e.g., “move forward,” “sit behind,” etc.)

- › Describe and compare shapes using their attributes (e.g., “a triangle has three sides, but a square has four.”)
- › Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)
- › Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks
- › Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus)
- › Correctly name some three-dimensional shapes (e.g., cube, cone, cylinder)
- › Understand and use language related to directionality, order, and the position of objects, such as “up,” “down,” “in front,” and “behind”



Children are scientists from the moment they are born, using their senses to observe and gain knowledge about the world around them. As they grow older, they become increasingly more adept at using their observations to make predictions and to plan investigations in order to solve problems and answer questions. These skills are important aspects of school readiness as they provide a process for children to ask and answer their own questions by absorbing and making sense of information. The components within this domain address a child's ability to use scientific methods—observing, planning for investigations, collecting and analyzing data, and communicating information—as well as indicators of a child's content knowledge of the natural and physical world.

Children with disabilities may demonstrate alternate ways of meeting the goals of science development. Children with visual impairments, for example, will explore and understand a flower in a way that is different from that of a child who can see; and children with a cognitive impairment may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the science development of all children.

**Remember:** While this domain represents general expectations for science development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

- S 1: Scientific Inquiry and Application
- S 2: Knowledge of Science Concepts





# SCIENCE

## Component 1: Scientific Inquiry and Application

**Learning Goal 1.a:** Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.

By the following ages, most children will:

9m



- › Demonstrate an awareness of individual objects and stimuli
- › Feel and explore objects placed in their hands and bring the objects to their mouth
- › Use multiple senses to observe and respond to their natural world
- › Bang a block or other object on the floor repeatedly to hear the sound it makes
- › Repeatedly turn an object over and listen to the sound of its movement; purposely push buttons on a toy box to produce a sound
- › Use their bodies as “tools” (a means to an end) to gather information and obtain results (e.g., reaching out and grasping to get the rattle)

18m



- › Demonstrate an awareness that new objects and stimuli are different from already-known objects
- › Vary their behaviors or actions to see what the result will be (e.g., splash hands in water, watch toys move)
- › Explore and manipulate objects to see what happens or how things work (e.g., flip light switches on and off, press buttons on a music player)
- › Pat, push, squish, and pound play dough, clay, or wet sand to experience how it feels and discover what they can do with it
- › Demonstrate a recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)

24m



- › Make simple decisions, take action, and observe the effect of their actions on others (e.g., knocking down a tower of blocks)
- › Make simple predictions about what comes next based on previous experience (e.g., predicting that “outside” time comes after their nap)
- › Explore cause-and-effect relationships (e.g., pushing a button on an adult’s smart phone to change the picture)
- › Use tools to collect information and to influence their environment (e.g., if a toy is on a towel, pulling the blanket to bring the toy closer)

36m



- › Provide simple descriptions of objects, people, and events based on observations
- › Ask questions about the world around them
- › Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., attempting to balance blocks on slanted surfaces, using fingers to move objects on a touch screen)
- › Collect information and adapt an approach to reaching a goal by using actual objects as tools (e.g., using a stick to reach something that is under a chair)

48m



- › Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different)
- › Make simple predictions and plans to carry out investigations
- › Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn’t fall down)
- › Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier)

60m



- › Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat)
- › Engage in elements of the scientific process, which includes observing, making predictions, recording predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out ideas, and communicating outcomes
- › Analyze the result of an attempted solution and use the new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float)

*Continued*





# SCIENCE

## Component 1: Scientific Inquiry and Application

**Learning Goal 1.a:** Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.

Continued from previous:

**9m**

*See previous*

**18m**

*Continued from previous*

› Understand the use of people as “tools” for help (e.g., pulling on an adult’s hand and guiding it to twist the knob on a wind-up toy)

**24m**

*See previous*

**36m**

*See previous*

**48m**

*See previous*

**60m**

*See previous*

“

Quality science learning experiences provide a solid foundation for the subsequent development of scientific concepts that children will encounter throughout their academic lives. This foundation helps students to construct understanding of key science concepts and allows for future learning of more abstract ideas.

”

- Dr. Kathy Cabe Trundle



**Learning Goal 2.a:** Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.

9m



18m



24m



36m



48m



60m



- › Show interest and curiosity in the natural world
- › Explore the properties of objects and materials

- › Explore the characteristics of living things (e.g., petting a cat or dog to explore the soft fur)
- › Actively experiment with and explore the physical properties of objects and substances (e.g., stacking and knocking down towers and stacking them up again; bouncing balls; playing with play dough)

- › Observe and react to living things (e.g., when outside, chasing or follow a small creature, such as a butterfly, bird, or lizard)
- › Explore living surfaces (e.g. rolling in grass or playing in the dirt)
- › Explore representations of living things (e.g., playing with a stuffed animal and referring to it as a “doggy”)
- › Explore characteristics of man-made and natural materials (e.g., playing with rocks that are bumpy and smooth, pairing mother and baby toy animals)

- › Show curiosity and ask questions about the natural world
- › Make observations about the characteristics of living things
- › Observe and identify natural materials
- › Compare and contrast properties of physical objects
- › Demonstrate an understanding that different weather requires different clothing (e.g., looking outside at newly fallen snow and running to get boots and mittens)

- › Demonstrate an understanding of the differences between living and non-living things
- › Describe how living things change over time
- › Understand the characteristics of and differences between habitats for people and habitats for animals
- › Investigate the properties of natural elements and provide simple descriptions
- › Use observable characteristics to describe and categorize physical objects and materials based on differences or similarities

- › Describe the characteristics that define living things
- › Observe the similarities, differences, and categories of plants and animals
- › Ask and answer questions about changes in the appearance, behavior, and habitats of living things
- › Use increasingly complex vocabulary to describe natural elements
- › Differentiate between natural and man-made materials
- › Describe changes that occur in the natural environment over time
- › Make observations about physical properties of objects, the motion of toys and objects, and changes in matter



# SOCIAL STUDIES

The area of social studies involves children's ability to understand how they relate to their family and community, their understanding of social norms, and their ability to recognize and respect similarities and difference in people. In addition to helping children develop an understanding of time (past, present, and future) and place (geography), these skills are important because they also help children place themselves within a broader context of the world around them and to think beyond the walls of their home and early childhood classroom. The components within this domain address children's understanding of self, family, and community as well as basic geography and a sense of past, present, and future.

Children with disabilities may demonstrate alternate ways of meeting the goals of social studies development. In particular, children with a cognitive impairment may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the social studies development all children.

**Remember:** While this domain represents general expectations for social studies development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

SS 1: Self, Family, and Community

SS 2: Self, History, and Geography





# SOCIAL STUDIES

## Component 1: Self, Family, and Community

**Learning Goal 1.a:** Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.

By the following ages, most children will:

9m



- › Demonstrate an interest in themselves (e.g., observing themselves in a mirror, looking at their own hands and feet)
- › Use gestures to communicate their interest in objects and people
- › Smile when someone familiar smiles at them
- › Focus their attention on others and engage in interactions
- › Kick their legs or reach with their arms when they see a familiar person
- › Demonstrate a preference for familiar versus unfamiliar adults
- › Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices

18m



- › Look to caregivers for assistance, guidance, and safety
- › Distinguish between familiar and unfamiliar adults
- › Show an awareness of the unique attributes of people

24m



- › Demonstrate an understanding of simple rules and prompts, such as “stop,” but often do not follow directions
- › “Chat” with family members, although only half of the words they use may be recognizable
- › Identify known people in pictures
- › Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help

36m



- › Follow rules and understand that there may be different rules for different contexts
- › Identify themselves as members of a family or classroom and participate as active members of these communities
- › Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll’s “daddy” and using a spoon to feed the doll)
- › Identify basic similarities and differences between themselves and others

48m



- › Share information about their family and community
- › Demonstrate an awareness of and appreciation for family and cultural stories
- › Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, “This is our house.”)
- › Demonstrate an awareness of group rules and the outcomes of choices
- › Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up)
- › Engage in pretend play using objects as representations of something else (e.g., string as a fireman’s hose or an empty plate that serves “dinner”)
- › Identify and ask questions about similarities and differences between personal, family, and cultural characteristics
- › Demonstrate an awareness of and appreciation for personal characteristics (e.g., saying “That man is nice,” or “She has red hair.”)

60m



- › Talk about family in more complex ways (e.g., explaining the importance of unique family traditions beyond common holiday customs)
- › Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and an general plot), for example, by acting out family or community roles and events
- › Demonstrate an understanding that “fairness” involves taking turns and sharing roles
- › Engage in peer conflict resolution with increasing independence
- › Make comparisons about similarities and differences among people and use themselves as a reference (e.g., saying “That boy is bigger than me!”)









# SOCIAL STUDIES

## Component 2: History and Geography

**Learning Goal 2.a:** Children understand concept of time (past, present, and future) and place.

By the following ages, most children will:

 <p>9m</p>	 <p>18m</p>	 <p>24m</p>	 <p>36m</p>	 <p>48m</p>	 <p>60m</p>
<ul style="list-style-type: none"> <li>› Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch”</li> <li>› Use spatial cues to find or describe the location of objects (e.g., “behind the book shelf,” “on top of the table”)</li> </ul>		<ul style="list-style-type: none"> <li>› Demonstrate an awareness of a daily routine</li> <li>› Demonstrates an awareness of familiar buildings and signs and know their meaning (e.g., recognizing a stop sign and knowing the car must stop; says “Hey! There’s the zoo”)</li> </ul>		<ul style="list-style-type: none"> <li>› Communicate about personal history (e.g., “When I was little . . .”)</li> <li>› Use such words as “today” or “day” and “night”</li> <li>› Communicate with increasing specificity about the location of objects and areas at school and home</li> </ul>	
<ul style="list-style-type: none"> <li>› Use such terms as “today,” “tomorrow,” and “next time” with some accuracy</li> <li>› Use and understand concepts of “before” and “after”</li> <li>› Recognize the passage of time through day-and-night cycles and through changing seasons</li> <li>› Recognize common features in their immediate environment (e.g., talking about the apple tree outside their back door, or commenting on the river they cross on their ride to school)</li> <li>› Create drawings of home and school</li> <li>› Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet in their bedroom)</li> <li>› Identify familiar landmarks (police or fire station, grocery store)</li> </ul>					

“

Play is the serious and necessary occupation of children; it’s not just a pleasant hobby or a frivolous means of spending nonworking hours.

”

- Vivian Gussin Paley

“

Play is the serious and necessary occupation of children; it’s not just a pleasant hobby or a frivolous means of spending nonworking hours.

- Vivian Gussin Paley

”



# CREATIVE ARTS

The arts provide children with a vehicle and organizing framework to express ideas and feelings. Music, movement, drama, and visual arts stimulate children to use words, manipulate tools and media, and solve problems in ways that simultaneously convey meaning and are aesthetically pleasing. As such, participation in the creative arts is an excellent way for young children to learn and use creative skills in other domains. The component within this domain addresses a child's willingness to experiment with and participate in the creative arts.

Children with disabilities may demonstrate alternate ways of meeting the goals of creative arts development. Children who cannot speak, for example, will focus on activities that are rhythmic rather than vocal, and children with hearing impairments will be able to respond to music by feeling the vibrations in the air. Children with cognitive disabilities also may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support participation in creative arts for all children.

**Remember:** While this domain represents general expectations for creative arts development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

## CA 1: Experimentation and Participation in the Creative Arts





# CREATIVE ARTS

**Component 1:** Experimentation and Participation in the Creative Arts

**Learning Goal 1.a:** Children gain appreciation for and participate in the creative arts.

By the following ages, most children will:

9m



- › Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures
- › Gaze at pictures, photographs, and mirror images
- › Attend to bright and/or contrasting colors
- › Respond to music and being sung to by listening and moving their heads, arms, and legs
- › Imitate by babbling during or after an adult sings or chants
- › Make eye contact with singers
- › Move their bodies with some intent and control
- › Engage in social play with adults

*Continued*

18m



- › Recognize and associate a certain song or sound with a particular meaning (e.g., hearing a nap-time song and thinking that it's safe, secure, and time to nap)
- › Use facial expressions, sound (e.g., vocalizations, clapping), and movement to encourage singers or music to continue
- › Use sounds and their voice as they play or look at books with adults
- › Make loud noises just for fun, such as screaming or yelling
- › Make movements and sounds in response to cues in songs and finger plays
- › Stand with feet wide apart and sways to the sound of music

*Continued*

24m



- › Talk or sing to themselves for comfort or enjoyment
- › Stop, turn their head to listen, and watch when music or other rhythmic sounds play on a TV
- › Squeeze soft clay and dough into abstract shapes
- › Repeat the same song over and over
- › Dance alone or with others
- › "Play" musical instruments (e.g., attempting to blow into a whistle or harmonica)
- › Seek out imaginative play opportunities with trusted adults
- › Explore roles through imaginative play, such as saying "boo" to an adult and acting scared when the adult says "boo" to them

36m



- › Demonstrate preferences for favorite colors
- › Move their bodies with increasing skill to express emotions and rhythms
- › Create representations of real objects in art work
- › Create new songs and dances or add their own words to songs with support from adults
- › Dance to music in a group with support from adults
- › March with musical instruments with support from adults
- › Imitate simple songs and finger-play movements
- › Watch and copy other children's play activities
- › Use imaginative play as a vehicle to express their own life experiences and familiar stories

*Continued*

48m



- › Express preferences for some different types of art, music, and drama
- › Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom
- › Notice and communicate about art, music, and drama
- › Explore musical instruments and use them to produce rhythms and tones
- › Mold and build with dough and clay and then identify and sometimes name their creation (e.g., "I made a dog and his name is Spot.")
- › Act out the plots and characters found in familiar stories

*Continued*

60m



- › Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs
- › Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.)
- › Write and act out stories based upon familiar topics or characters
- › Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities.
- › Plan art and show increasing care and persistence in completing it

*Continued*



# CREATIVE ARTS

**Component 1:** Experimentation and Participation in the Creative Arts

**Learning Goal 1.a:** Children gain appreciation for and participate in the creative arts.

Continued from previous:

9m

*Continued from previous*

- › Use objects as tools to make sounds, for example, banging blocks together with adult help

18m

*Continued from previous*

- › Use a variety of materials in exploring and creating visual art
- › Create marks with crayons, paints, and chalk
- › Enjoy producing music and other sounds with simple instruments (e.g., triangles, tambourines, etc.)
- › Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to drink from a cup and then saying “Ah!” when finished)

24m

*See previous*

36m

*Continued from previous*

- › Tell about their artistic creations

48m

*Continued from previous*

- › Participate in pretend play with other children
- › Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice

60m

*Continued from previous*

- › Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail
- › Communicate about elements appearing in art, music, and drama

“

Play is often talked about as if it were relief from serious learning. But for children play is serious learning. Play is really the work of childhood.

- Fred Rogers

”





# GLOSSARY

**Accommodation** Service or support related to a student's disability that allows her or him to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the assignment's or test's standard or expectation.

(Retrieved from the online dictionary, Iris Center, Vanderbilt University: [http://iris.peabody.vanderbilt.edu/resource\\_TOOL\\_dict/onlinedictionary\\_table.php?letter=ALL](http://iris.peabody.vanderbilt.edu/resource_TOOL_dict/onlinedictionary_table.php?letter=ALL))

**Adaptation** A generalized term that describes a change made in the presentation, setting, response, timing or scheduling of an activity or assessment that may or may not change the construct of the activity or assessment.

(Based upon definition from the Council of Chief State School Officers (2006). Assessing Students with Disabilities: A Glossary of Assessment Terms in Everyday Language. Retrieved from [http://www.ccsso.org/Documents/2006/Assessing\\_Students\\_with\\_Disabilities\\_Glossary\\_2006.pdf](http://www.ccsso.org/Documents/2006/Assessing_Students_with_Disabilities_Glossary_2006.pdf))

**Adapting instruction** To make changes to classroom instruction in order to allow students equal access to the curriculum and to give students the opportunity to both process and demonstrate what has been taught; instructional adaptations can include both accommodations and modifications.

(Retrieved from the online dictionary, Iris Center, Vanderbilt University: [http://iris.peabody.vanderbilt.edu/resource\\_TOOL\\_dict/onlinedictionary\\_table.php?letter=ALL](http://iris.peabody.vanderbilt.edu/resource_TOOL_dict/onlinedictionary_table.php?letter=ALL))

**Adaptive equipment** See 'Assistive technology device'

**Alternative and augmentative communication** A term used to describe the different methods that can be used to help people with disabilities communicate with others. These methods can be used as an alternative to speech or to supplement it and can include individual methods of sign and gestures, standardized signing, symbol systems, and complex electronic devices.

(Retrieved from the Council of Chief State School Officers (2006). Assessing Students with Disabilities: A Glossary of Assessment Terms in Everyday Language: [http://www.ccsso.org/Documents/2006/Assessing\\_Students\\_with\\_Disabilities\\_Glossary\\_2006.pdf](http://www.ccsso.org/Documents/2006/Assessing_Students_with_Disabilities_Glossary_2006.pdf))

**Assistive technology device** As defined in Section 602 of the Individuals with Disabilities Education Act (1997), an assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability.

(Retrieved from the Council of Chief State School Officers (2006). Assessing Students with Disabilities: A Glossary of Assessment Terms in Everyday Language: [http://www.ccsso.org/Documents/2006/Assessing\\_Students\\_with\\_Disabilities\\_Glossary\\_2006.pdf](http://www.ccsso.org/Documents/2006/Assessing_Students_with_Disabilities_Glossary_2006.pdf))

**Augmentative communication system** One of a family of alternative methods of communication, which includes communication boards, communication books, sign language, and computerized voices; used by individuals unable to communicate readily through speech.

(Retrieved from the online dictionary, Iris Center, Vanderbilt University: [http://iris.peabody.vanderbilt.edu/resource\\_TOOL\\_dict/onlinedictionary\\_table.php?letter=ALL](http://iris.peabody.vanderbilt.edu/resource_TOOL_dict/onlinedictionary_table.php?letter=ALL))

**Authentic experiences** Experiences are 'authentic' in the sense that they take place in the real-life contexts where young children naturally find themselves, and are embedded in tasks that children see as significant, meaningful and worthwhile. Authentic experiences are situated in meaningful contexts that reflect the way tasks might be found and approached in real life.

**Benchmarks** Benchmarks are preferred points within the design of a document that describe the knowledge and skills that all children should know and be able to do, in relation to specific development and learning goals, by the time they reach a certain age

(Based upon a definition retrieved from the Council of Chief State School Officers (2006). Assessing Students with Disabilities: A Glossary of Assessment Terms in Everyday Language: [http://www.ccsso.org/Documents/2006/Assessing\\_Students\\_with\\_Disabilities\\_Glossary\\_2006.pdf](http://www.ccsso.org/Documents/2006/Assessing_Students_with_Disabilities_Glossary_2006.pdf))

**Best practices** Term used to describe instructional techniques, scientifically based practices, or methods found through research or experience to be the "best" ways to achieve desired outcomes.



# GLOSSARY CONTINUED

**Codeswitch** The use of both home language and English to convey a message.  
(from Alex Figueras, NIEER)

**Constructive play** Play in which children engage in active inquiry and construct knowledge through creative exploration with materials.  
Retrieved from: [http://www.isaeplay.org/Resource\\_Articles/YC\\_Constructive\\_Play.pdf](http://www.isaeplay.org/Resource_Articles/YC_Constructive_Play.pdf) on March 20, 2013.

**Conventions of print** The understanding that when language is written down, it is transcribed in a standard, uniform manner so that words and ideas communicated through writing are consistently and easily understood by all readers.

Conventions of print include the following:

- Directionality: language is written and in a standard format (e.g. English is read and written from left to right and from top to bottom)
- Punctuation: communicates meaning and expression to readers
- Space: Writers use space to separate ideas, indicate when readers should pause for thought, and to separate words so that they are easily read
- Case: Letters come in two forms, uppercase and lower case. Case can provide additional meaning to readers about the beginning of new ideas and indicates to the reader whether a noun is describing a specific person, place, or thing
- Grammar: Written language subscribes to the rules affecting the form words can take including verb tense, plurals, possessives, and modifiers like adverbs and adjectives.
- Usage: Writers understand how incomplete sentences, run-on sentences, and improper use of pronouns can impede effective communication of ideas.
- Spelling: Words are spelled according to convention so that they are easily read by others to facilitate effective communication.

(Retrieved from the online dictionary, Literacy Builders: <http://www.literacy-builders.com/free-resources/156-conventions-of-print-literacy-a-z>)

**Curriculum** An evidence-based written plan that describes program practices for supporting the learning of each child based on their individual developmental levels, learning styles and interests, and is informed by the RI Early Learning and Development Standards and/or Common Core State Standards/Grade Level Expectations for kindergarten.

**Developmentally Appropriate Practice** Developmentally appropriate practice, often shortened to DAP, is an approach to teaching grounded both in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children's optimal learning and development.  
(Retrieved from: <http://www.naeyc.org/DAP>)

**Developmental delay** Term used to encompass a variety of disabilities in infants and young children indicating that they are significantly behind the norm for development in one or more areas, including motor development, socialization, independent functioning, cognitive development, or communication.  
(Retrieved from the online dictionary, Iris Center, Vanderbilt University: [http://iris.peabody.vanderbilt.edu/resource\\_TOOL\\_dict/onlinedictionary\\_table.php?letter=ALL](http://iris.peabody.vanderbilt.edu/resource_TOOL_dict/onlinedictionary_table.php?letter=ALL))

**Domains (of early learning)** Domains are general areas of child development

**Developmental milestone** Significant cognitive, physical, social emotional changes in children's abilities and are used as guidelines for determining whether children are developing as expected in relation to other children at the same age (e.g., rolling over, sitting up without support, crawling, pointing to get an adult's attention, walking, and talking).

**Digital texts** Digitized content including text, graphics, audio, and video that can be transmitted over the internet or computer networks.



# GLOSSARY CONTINUED

## Dual language learner

Children who are Dual Language Learners acquire two or more languages simultaneously, as well as learn a second language while continuing to develop their first language. The term “dual language learners” encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).

(Retrieved from the Glossary of Terms, Head Start National Center on Cultural and Linguistic Responsiveness: [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/dll\\_%20resources/glossary-of-terms.htm](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/dll_%20resources/glossary-of-terms.htm))

## Environmental print

Words and symbols of everyday life: the symbols, signs, numerals, and colors found in road signs (e.g. stop, crosswalk, or school signs). Also includes print used for a purpose, such as classroom rules, attendance, charts, and posters.

## Executive functioning

Executive function is an umbrella term used to refer to a variety of interdependent skills that are necessary for purposeful, goal-directed activity, such as when stringing beads – the child must have a plan, regulate their movements, sequence the steps, problem solve, modifying plans about which beads will fit, which are too hard to string, and finding one with a bigger hole. Executive functions entail: self-regulation, sequencing of behavior, flexibility, response inhibition, planning, and organization of behavior.

(From *Neurons to Neighborhoods*, 2000, p. 116)

## Expressive play

Play in which children develop the ability to express their own emotions and feelings, while also providing opportunities to interpret the emotions of others.

## Family

1. a unit of love and nurturing; 2. a child’s primary caregiver; a parent, a relative, or someone outside the biological family who has assumed the primary responsibility for caring for and raising a child.

## Fantasy play

Play in which children assume the roles of characters and act out story lines. Through fantasy play children develop flexible thinking; learn to create beyond the here and now; stretch their imaginations; use new words and word combinations in a risk-free environment; and use numbers and words to express ideas, concepts, dreams, and histories.

(Based upon a definition from Early Childhood News: [http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=127](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=127))

## Fine (small) motor skills

Skills which require the coordinated use of small muscle groups such as hands and fingers and frequently involve eye-hand coordination. Fine motor skills are necessary to engage in smaller, more precise movements of the hands and fingers.

## Formulaic speech

Speech characterized by formulas or chunks and phrases that the child uses without completely understanding how they function in the language (expressions that are learned as a whole, e.g., “I don’t know”)

(Retrieved from the State of California Dual Language Learners Glossary: <http://www.cpin.us/dll/glossary.html>)

## Grammar

The system of rules by which words are formed and put together to make sentences.

(Retrieved from the State of California Dual Language Learners Glossary: <http://www.cpin.us/dll/glossary.html>)

## Gross (large) motor skills

Skills which require the use and coordination of large muscle groups, such as those in the arms, legs and trunk for movement activities.

## Home language

The language that is used primarily by the child’s family in the home environment. For some children, there may be more than one home language (e.g., when the mother speaks Chinese and the father speaks English).

(Retrieved from the State of California Dual Language Learners Glossary: <http://www.cpin.us/dll/glossary.html>)



# GLOSSARY CONTINUED

**Intentional teaching** “To be ‘intentional’ is to act purposefully, with a goal in mind and a plan for accomplishing it. Intentional acts originate from careful thought and are accompanied by consideration of their potential effects. Thus teachers who are acting intentionally have clearly defined learning objectives for children, employ instructional strategies likely to help children achieve the objectives, and continually assess progress and adjusts the strategies based on that assessment. The teacher who can explain just why she is doing what she is doing is acting intentionally— whether she is using a strategy tentatively for the first time or automatically from long practice, as part of an elaborate set up or spontaneously in a teachable moment.”  
(Definition from: Epstein, A.S. (2007). The Intentional Teacher: Choosing the Best Strategies for Young Children’s Learning, National Association for the Education of Young Children)

**Manipulatives** Concrete objects used by children to explore, experiment, and make meaning

**Phoneme** The basic sounds of a language or the smallest units of sound that make a difference in a word’s meaning. The exact number of phonemes depends on the language itself. In English for example, there are 44 phonemes. Phonemes outnumber the letters of the English alphabet because combinations of letters represent different phonemes such as ch and th.  
(Retrieved from Glossary, Rhode Island’s Comprehensive Literacy Plan: [http://www.ride.ri.gov/Instruction/DOCS/RICLP/RICLP\\_Spring\\_2012.pdf](http://www.ride.ri.gov/Instruction/DOCS/RICLP/RICLP_Spring_2012.pdf))  
(Definition from: Caulfield, R.A.(2001). Infant and Toddlers. Prentice-Hall Inc.: Upper Saddle River, New Jersey)

**Motor / Physical Play** Motor play provides critical opportunities for children to develop both individual gross and fine muscle strength and an overall integration of muscles, nerves, and brain functions.  
(Based upon a definition from Early Childhood News: [http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=127](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=127))

**Play** Any freely sought activity that is pleasing to the “player.” It can be physical (bouncing up and down or riding a tricycle), imaginative (playing “peek-a-boo” or “dress-up”), creative (building with blocks or drawing pictures), social, or mental. And it can be any combination of these. Paradoxically, play is the most important work of childhood; it is the primary means by which children demonstrate early learning accomplishments.

**Play-based learning** A context for learning through which children organize and make sense of their social worlds, as they engage actively with people, objects and representations.  
(Retrieved from <http://www.ecceleadership.org.au/node/21>)

**Pragmatics** The effective use of language to communicate with others in a variety of conversational and social situations (e.g. points and gestures, waves bye-bye, uses words to communicate needs)  
(Retrieved from Glossary, Rhode Island’s Comprehensive Literacy Plan: [http://www.ride.ri.gov/Instruction/DOCS/RICLP/RICLP\\_Spring\\_2012.pdf](http://www.ride.ri.gov/Instruction/DOCS/RICLP/RICLP_Spring_2012.pdf))

**Print concepts** “Children’s understanding of letters, words, sentences, punctuation, and directionality of reading.”  
(Paris, S. G. (2011). Developmental differences in early reading skills. In S. B. Neuman and D. K. Dickinson (Eds.), Handbook of early literacy research (Vol. 3, pp. 232). New York: Guilford Press.)

**Scientific skills and methods** Process used to observe, plan, investigate test hypotheses (ideas), solve problems, and report on findings.  
(Retrieved from Glossary of Terms, Oregon Early Childhood Foundations: <http://www.ode.state.or.us/superintendent/priorities/ready4school/glossary.pdf>)

**Seriate** The ability to arrange objects in a specific order by gradual changes in attributes.  
(Definition taken from RIELS text)

**Social play** Interacting with others in play settings. Through social play children learn social rules such as, give and take, reciprocity, cooperation, and sharing; and learn to use moral reasoning to develop a mature sense of values.  
(Based upon a definition from Early Childhood News: [http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=127](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=127))



# GLOSSARY CONTINUED

**Special Education** Special Education is specially designed instruction (adaptation of content, methodology or delivery of instruction) which meets the unique needs of a child with a disability while ensuring access to the general education curriculum.  
(Retrieved from Research Connections, Child Care & Early Education Glossary-  
<http://www.researchconnections.org/childcare/childcare-glossary>)

**Syllable** A syllable is a word part that contains a vowel or, in spoken language, a vowel sound (e-vent, news-pa-per).  
(Retrieved from Literacy Information and Communication System, Glossary of Reading Terms: <http://lincs.ed.gov/research/Glossary.html>)

**Synonym** A word having the same or nearly the same meaning as another in the language.

**Syntax** The ordering of and the relationship between the words and other structural elements in phrases and sentences.  
(Retrieved from The English Learning for Preschoolers Project, Glossary: <http://www.cpin.us/p/pel/glossary.htm>)

**Telegraphic speech** Speech characterized by the use of a few content words without functional words or certain grammatical markers, as in telegraphs. (e.g. Daddy, car)  
(Retrieved from the State of California Dual Language Learners Glossary: <http://www.cpin.us/dll/glossary.html>)

**Temperament** Traits that are biologically based and that remain consistent over time. Influences the quality and intensity of a person's emotional reactions to different situations  
(Definition from: Caulfield, R.A. (2001). Infant and Toddlers. Prentice-Hall Inc.: Upper Saddle River, New Jersey)

**Travelling skills** Motor skills in which the feet move the body from one place to another. They are (roughly in order of how children learn them): walking, running, hopping, jumping, skipping, galloping, sliding (a sideways gallop), leaping.

**Universal Design for Learning (UDL)** A research-based framework for teachers to incorporate flexible materials, techniques, and strategies for delivering instruction and for students to demonstrate their knowledge in a variety of ways.

(Retrieved from the online dictionary, Iris Center, Vanderbilt University: [http://iris.peabody.vanderbilt.edu/resource\\_TOOL\\_dict/onlinedictionary\\_table.php?letter=ALL](http://iris.peabody.vanderbilt.edu/resource_TOOL_dict/onlinedictionary_table.php?letter=ALL))

**Writing conventions** The rules and guidelines taught to students for the development of their writing skills. The conventions are divided into three categories: grammar, punctuation, and usage.  
(Retrieved from <http://www.education.com/definition/conventions/>)

# CITATIONS

Ada, A. F., & Zubizarreta, R. (2001). Parent narratives: The cultural bridge between Latino parents and their children. In M. L. Reyes & J. J. Halcon (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 229-244). New York, NY: Teachers College Press.

Blair, C. (2009 March). The development of self-regulation in early childhood. Presentation at the International Preschool Education Conference, Istanbul, Turkey. Retrieved from <http://panel.unicef.org/tr/vera/app/var/files/t/h/the-development-of-self-regulation-in-early-childhood-a-primary-influence-on-school-readiness-and-academic-achievement.pdf>

California Department of Education. (2008). California preschool learning foundation (1), 103 - 106. Retrieved from <http://www.cde.ca.gov/sp/cd/re/documents/preschool1f.pdf> Caulfield, R.A. (2001). *Infants and Toddlers*. Upper Saddle River: Prentice-Hall Inc.

Center for Applied Special Technology. (CAST). (n.d.) Web page. Retrieved from <http://www.cast.org/udl/>

Center on the Developing Child at Harvard University. (2011). Building the brain's "air traffic control" system: How early experiences shape the development of executive function (Working paper no. 11). Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

Center on the Developing Child at Harvard University. (2012). The science of neglect: The persistent absence of responsive care disrupts the developing brain (Working paper no. 12). Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

Clements, D.H., & Sarama, J. (2009). *Learning and teaching early math: the learning trajectories approach*. New York: Routledge.

Collier, V. P. (1987). Age and rate of acquisition of second language for academic purposes. *TESOL Quarterly*, 21, 617-641.

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, England: Multilingual Matters. Epstein, A. S. (2007). The intentional teacher: Choosing the best strategies for young children's learning. Washington, DC: National Association for the Education of Young Children. Retrieved from <http://www.naeyc.org/store/files/store/TOC/165.pdf>

Fogel, A. (2009). *Infancy: infant, family and society* (5th ed.) New York: Sloan Publishing, LLC.

Gonzalez-Mena, J., & Widmeyer Eyer, D. (2009). *Infants, toddlers and caregivers: a curriculum of respectful, responsive care and education* (8th ed). New York: McGraw-Hill.

Hall, T. E., Meyer, A., & Rose, D. H. (2012). *Universal design for learning in the classroom: Practical applications*. New York, NY: Guilford Press.

Head Start. (2007). Head Start program performance standards and other regulations. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>

Human Services, Community Services. (2010). Interagency collaboration: Making it work—Lessons from the literature. Retrieved from [http://www.community.nsw.gov.au/docswr/\\_assets/main/documents/researchnotes\\_interagency\\_collaboration.pdf](http://www.community.nsw.gov.au/docswr/_assets/main/documents/researchnotes_interagency_collaboration.pdf)

Jones, M., & Mulvenon, S. (2003). *Leaving no child behind: How data driven decision-making can help schools meet the challenge*. Phoenix, AZ: All Star Publishing.

Kasper, G. (1997). Can pragmatic competence be taught? NetWork #6. Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center. Retrieved from <http://www.nflrc.hawaii.edu/NetWorks/NW06/>

Kagan, S. L., & Scott-Little, C. (2004). Early learning standards: Changing the parlance and practice of early childhood education? *Phi Delta Kappan*, 85(5), 388-396.

Kendall, J. S. (2003). Setting standards in early childhood education. *Educational Leadership*, 60(7), 64-68.

Kupcha-Szrom, J. (2011). A window to the world: Early language and literacy development. Zero to Three. Retrieved from <http://www.zerotothree.org/public-policy/policy-toolkit/early-literacywebmarch1-6.pdf>

Maine Department of Education. (2005). State of Maine early childhood learning guidelines. Retrieved from <http://www.maine.gov/dhhs/ocfs/ec/occhs/learning.doc>

National Association for the Education of Young Children. (2009) *Where we stand on early learning standards*. Retrieved from: <http://www.naeyc.org/files/naeyc/file/positions/earlyLearningStandards.pdf>

National Center on Universal Design for Learning. (2010). UDL guidelines. Retrieved from <http://www.udlcenter.org/aboutudl/udlguidelines>

National Early Childhood Technical Assistance Center (NECTAC). (2011 July). The importance of early intervention for infants and toddlers with disabilities and their families. Retrieved from <http://www.nectac.org/-pdfs/pubs/importanceofearlyintervention.pdf>

National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. Jessup, MD: National Institute for Literacy. Retrieved from <http://lincs.ed.gov/publications/pdf/NELPReport09.pdf>

National Mathematics Advisory Panel. (2008). *Foundations for success: The final report of the National Mathematics Advisory Panel*. Jessup, MD: U.S. Department of Education. Retrieved from <http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>

National Scientific Council on the Developing Child. (2004). *Young children develop in an environment of relationships* (Working paper no. 1). Retrieved from <http://www.developingchild.net>

Rhode Island Department of Elementary and Secondary Education. (2012). Comprehensive literacy plan. Retrieved from [http://www.ride.ri.gov/instruction/DOCS/RICLP/RICLP\\_Spring\\_2012.pdf](http://www.ride.ri.gov/instruction/DOCS/RICLP/RICLP_Spring_2012.pdf)

Rhode Island Department of Elementary and Secondary Education. (2003). Rhode Island Early Learning Standards. Retrieved from <http://www.ride.ri.gov/els/index.asp>

Zero to Three. (2008). *Early Learning Guidelines for Infants and Toddlers: Recommendations for States*. Retrieved from: [http://main.zerotothree.org/site/DocServer/Early\\_Learning\\_Guidelines\\_for\\_Infants\\_and\\_Toddlers.pdf?docID=4961](http://main.zerotothree.org/site/DocServer/Early_Learning_Guidelines_for_Infants_and_Toddlers.pdf?docID=4961)

A special thank you is due to the California Department of Education for their approval of Rhode Island adopting the Dual Language Learner component of the California Preschool Learning Foundations Vol. 1.



# RI EARLY LEARNING & DEVELOPMENT STANDARDS



A Publication of the Rhode Island Department  
of Education.



Visit [www.rields.com](http://www.rields.com) for  
more information or scan this  
code with your device for our  
mobile-friendly version.



The contents of this brochure were developed under a Race to the Top – Early Learning Challenge grant from the U.S. Departments of Education and Health and Human Services. However, those contents do not necessarily represent the policy of the U.S. Departments of Education and Health and Human Services, and you should not assume endorsement by the Federal Government.